

**IMPROVING THE VOCABULARY LEARNING OF CLASS B
GRADE VIII STUDENTS OF SMP N 2 KAMPUNGLAUT
THROUGH COOPERATIVE LEARNING IN THE ACADEMIC
YEAR OF 2011/ 2012**

A Thesis

Submitted as Partial Fulfillment of the Requirements for the Attainment of the
Degree of *Sarjana Pendidikan* in English Language Education



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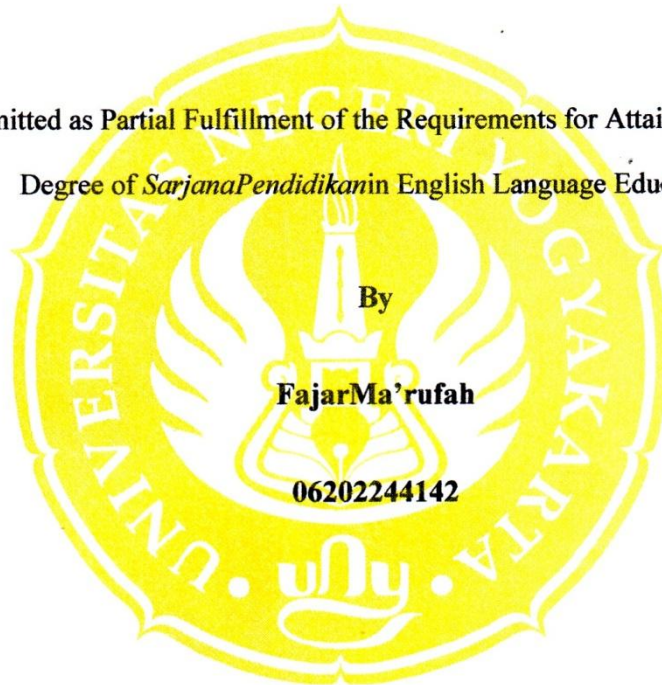
**ENGLISH EDUCATION PROGRAM
THE FACULTY OF ARTS AND LANGUAGES
YOGYAKARTA STATE UNIVERSITY
2013**

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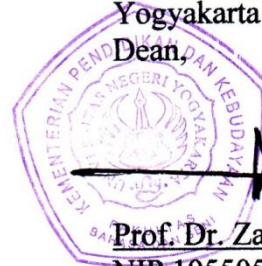
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Menyatakanbahwakaryailmiahiniadalahhasilpekerjaansayasendiri.Sepanjangsepengetahuansaya, karyailmiahinitidakberisimateri yang ditulisoleh orang lain, kecualibagian-bagiantertentu yang sayaambilsebagaiacuandenganmengikutitatacaradanetikapenulisankaryailmiah yang lazim.

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DEDICATIONS

I dedicate this thesis for my beloved mother and father.

MOTTO

Nothing Impossible in This World If We Pray And Work Hard..

Trust to Allah

ACKNOWLEDGMENTS

Alhamdulillahirabbil'alamin. All praise is always being to Allah SWT, the Only One that all mankind depend on. Thanks God, for making me have power and chance to finish my thesis. I would not be able to finish this thesis without His Blessings and Miracles.

I also would like to express my gratitude and appreciation to the following people, who have helped, supported, motivated, and inspired me during the process of finishing this thesis:

1. My first consultant, Drs. Abdul Ghani Johan, M.Ed., for his help, inspiration, and patience in giving so much advice, guidance, idea, motivation, and other help from the beginning until I finished my thesis,
2. My second consultant, Sudiyono, S.Pd. M.A, for his help, motivation, encouragement, motivation and other help from the beginning until I finished my thesis,
3. All of lecturers in the English Education Study Program at Yogyakarta State University, for giving so many valuable lessons and knowledge for me,
4. My beloved parents, Yusworo and Yeti Kuspian S, for all your support, love, advice and prayer for me. Thank you very much.
6. My beloved sister and brother, Farah Robithoh and Fattah Rizki A, thanks for every joy in my life.
7. My beloved family, BulikPini& families, IbuHeri& families, thanks for your prayer.
8. My beloved best friends, Niken, Dini, Anisa, Zuhri, Yulius, Mas eko, and Nunu. Thanks for all your support and love. Glad to be your best friend.
9. My beloved friends, Class N community and all my friends who cannot mention the names one by one, for all the joy and support.
10. The teachers and students at SMP N 2 Kampunglaut, for the chance and support for me.

11. All of people who always help and support me whom I cannot mention the names one by one, thank you so much.

Finally, I realize that this thesis is far from being perfect. However, I expect that it gives contribution to the improvement of the English teaching and learning process.

Yogyakarta, July 24, 2012

The writer

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ABSTRACT

This research aimed to improve the vocabulary learning of class B grade VIII students of SMP N 2 Kampunglaut through Cooperative Learning in the academic year of 2011/ 2012.

This research consisted of two cycles. In doing this research, the researcher worked collaboratively with the English teacher and the 33 students of class B. The data were collected through observation during the implementation of the action, interview with the students of class B and with the English teacher, and vocabulary test. The data were qualitative in nature. The data were in the form of field notes, interview transcripts, and the students' pretest and post test score. The data were validated by applying the democratic validity, outcome validity, process validity, catalytic validity, and logic validity. The result of the research shows that the use of Cooperative Learning is believed to be effective to improve students' vocabulary motivation and students' vocabulary learning in the aspects of form, meaning, and use. The students get better motivation in learning English especially in vocabulary learning. The students pay attention more to the explanation given. The students are actively involved in discussion in the class. The students get better understanding in recognizing the words. The students are able to recognize the form of vocabulary especially kinds of the words. The students are able guessing and translating the meaning from the context easily. The students are able to use the words in the sentences.

In terms of students' vocabulary score, the students make improvement in their vocabulary after the Cooperative Learning is applied. It is indicated by their pretest score 34.0 and post test score 64.0 which means it improved 30.0.

CHAPTER I

INTRODUCTION

A. Background of the Problem

Vocabulary plays an important role in facilitating people to use languages. The reason is vocabulary as a core of languages. Vocabulary as a core of languages is very useful because it can serve the human need in their communication in any context. For example, people can use the language in formal or non-formal context such as in education or society context. In order to those contexts, people share their ideas, thought, and feeling to make communication. To get good communication to one another, people have to understand in vocabulary one another.

In relation to education, especially in English subject, vocabulary is element of knowledge of language because it can influence the students' ability in studying English. Vocabulary influences other skills in English like speaking, reading, writing, and listening. Without sufficient vocabulary, the students will get difficulty in studying English. According to Stanovich (1986), it is understandable that students with limited vocabularies tend to read less and, therefore, have fewer exposures to new words in running text. It means that the students do not comprehend the whole passage because they have less vocabulary. It makes the students misunderstand in comprehending the meaning of the passage. In order to speak, sometimes the students want to ask a question, because they less in vocabulary they do not know how to speak appropriately. So students

cannot practice speaking well. While in writing, the students can write a good sentence if they get more input of words. So the sentences can be readable to others. Then in listening, the students will be easier to identify the main idea if they have enough vocabulary. So they can receive the message clearly.

Nowadays vocabulary is not taught in discreet. It is taught integratedly through communicative tasks like in speaking, reading, writing and listening. Nation & Newton (1997) argue that to more indirect approaches in which vocabulary is incorporated into communicative tasks, attention to lexical forms is now more central to the development of language curricula. There is little emphasis on the acquisition of vocabulary in school curricula, Beck et al. (2002). It means that vocabulary was limitedly taught in the school. The curricula of English teaching and learning process only focused on macro skills such as speaking, reading, writing, and listening. Because English was taught only in macro skills, it makes students not optimal in gaining words. Then, it makes the students have less vocabulary. The same condition is also found in English vocabulary learning problems at the second grade students of SMP N 2 Kampung Laut. The students have less vocabulary.

In gaining some information related to vocabulary learning, the researcher observed the teaching and learning process in that school. She found problems related to English vocabulary learning process. The problems are presented in the vignette as follow.

“The English teacher and the researcher came to class VIIIB. The lesson started at 08.30 am. When the bell had rung, the students were still outside the class. Then the teacher came to the class but the students were still not ready to study. Then the teacher waited for them till they were ready to study. After waiting for five minutes, the teacher asked the leader of the class to lead a prayer. The students did the prayer. The teacher walked to front of the class and greeted the students. However the students made noise in the class. Then the teacher pointed two students to borrow English course books and dictionaries in the library. While waiting those students, the teacher asked other students about the material at the previous meeting. Some students did not pay attention to the teacher. Some of them talked to their friend who sat next to them. There was a student walking to other friends. Two of the students came to the class by bringing the books and dictionaries. They passed the books and dictionaries to their friends. Each pair got one book and one dictionary. Then the teacher asked the students to open pages related to narrative text. Then he wrote the text on the blackboard. The teacher asked the students a question related the text whether they understood or not. He asked the students to write the text in their book. The students were not enthusiastic to write the text. After having finished, the teacher asked the students to translate the text into Indonesian. Teacher sat in his chair and gave ten minutes for the students to do the exercises. The students were not interested in translating the text. Students were not interested to check the dictionary. Some students were playing paper with their friends who sat next to them. There were some students sleeping while doing the exercises. The students made noise in the class. Ten minutes ended. The teacher asked the students to write their answer on the blackboard. There were only three students who wrote their answer on the blackboard. They did not give any attention in writing the words. The teacher explained the students’ answer but he ignored the students writing the words. Then the teacher pointed three students to read the text. They could not pronounce the words fluently. And the teacher asked the meaning of the words to those students. They could not mention the meaning of the words that the teacher asked. After that the teacher decided to discuss the answer together. During teaching and learning process, there was no interesting technique and method used by the teacher. There was no media used by the teacher. The teacher was using Indonesian during teaching and learning process. The bell rang. The teacher gave homework and closed the lesson.”

After having joined the English teaching and learning process with English teacher, the researcher found some problems related to English vocabulary learning process. From the vignette above, it can be seen that the way the teacher delivered the material while teaching was lecturing. The students did not pay attention to teacher’s explanation. Some students were slept while doing the exercises. The students talked to their friend who sat next to them. The students have less motivation in teaching and learning process. There was no interesting technique and method applied in teaching and learning process by the teacher. The

students have vocabulary problems in aspect of form, meaning, and the use of the words.

Based on the reality that happened in the school, the researcher will use an action research as an effort to improve the students' vocabulary learning of the second grade students class B of SMP N 2 KampungLaut.

B. Identification of the Problem

Based on the interview and preliminary observation with English teacher in the class VIII B of SMP N 2 KampungLaut on Friday, 10th of March 2011, there are some problems in the teaching and learning process related to English vocabulary learning. Some problems that occurred can be identified as follows.

Table 1. Field Problems

No.	Problems	Code
1.	The students have less motivation in English vocabulary learning process.	S
2.	The students did not prepare their books and dictionaries.	S
3.	The students were noisy in the classroom.	S
4.	The students did not pay attention to teacher's explanation.	S
5.	The students have vocabulary problems in aspect of form, meaning, and use.	S
6.	The students were not interested in translating the text.	S
7.	There were some students sleeping while doing the exercises.	S
8.	The classroom was not arranged well.	E
9.	The English teacher did not use English during teaching and learning process.	T
10.	Only a few students answered teacher' questions.	S
11.	The school lacked teaching media	M
12.	There was no student bringing dictionary.	S
13.	There was no interesting method and technique applied during teaching and learning process.	TM
14.	The students did not have English books.	S
15.	Some students talked to their friends who sat next to them while the teacher delivered the lesson.	S
16.	It was difficult for students to be managed.	S
17.	The Students were not interested to check to the dictionary.	S
18.	The students were not active in doing the task.	S
19.	Some students were playing paper with their friends who sat next to them.	S
20.	Students' vocabulary mastery was low	S

Notes:

S: Students
Method

E: Environment

T: Teacher

M: Media

TM: Teaching

Having identified the field problems, the researcher and the teacher weighed the field problems through discussion to fulfill dialogic and democratic validity. The problems were then categorized into three levels, i.e. seriousness, urgency, and feasibility. Based on the seriousness level, the problems are listed below.

Table 2. Problems of the seriousness level

No.	Problems	Code
1.	The students have less motivation in English vocabulary learning process.(1)	S
2.	The students were noisy in the classroom. (3)	S
3.	The students did not pay attention to teacher's explanation.(4)	S
4.	The students have vocabulary problems in aspect of form, meaning, and use. (5)	S
5.	The students were not interested in translating the text. (6)	S
6.	There were some students sleeping while doing the exercises. (7)	S
7	The English teacher did not use English during teaching and learning process. (9)	T
8.	Only a few students answered teacher' questions. (10)	S
9.	There was no interesting method and technique applied during teaching and learning process. (13)	TM
10.	Some students talked to their friends who sat next to them while the teacher delivered the lesson. (15)	S
11.	It was difficult for students to be managed. (16)	S
12.	Students were not interested to check to the dictionary. (17)	S
13.	The students were not active in doing the task. (18)	S
14.	Some students were playing paper with their friend who sat next to them. (19)	S
15.	Students' vocabulary mastery was low.(20)	S

S: Students

T: Teacher

TM: Teaching Method

After weighing the field problems based on the level of seriousness, the researcher and the teacher weighed the field problems based on the level of urgency. In the level of urgency, the researcher found 10 problems. The problems were shown in Table 3.

Table 3. Problems of the urgency level

No	Problems	Code
1.	The students have less motivation in English vocabulary learning process. (1)	S
2.	The students were noisy in the classroom. (2)	S
3.	The students have vocabulary problems in aspect of form, meaning, and use. (4)	S
4.	The students were not interested in translating the text.(5)	S
5.	The English teacher did not use English during teaching and learning process. (7)	S
6.	There was no interesting method and technique applied during teaching and learning process. (9)	TM
7.	Students were not interested to check to the dictionary. (12)	S
8.	The students were not active in doing the tasks. (13)	S
9.	Some students were playing paper with their friends who sat next to them. (14)	S
10.	Students' vocabulary mastery was low. (15)	S

S: Students

TM: Teaching Method

After choosing 10 field urgent problems to be solved, the researcher and other research team members weighed the field problems based on the level of feasibility. By considering the time, funds, and energy, there were 2 problems related to the improving students' vocabulary learning based on the feasibility. The problems were shown in Table 4.

Table 4. Problems of feasibility

No	Problems	Code
1.	The students have less motivation in English vocabulary learning process. (1)	S
2.	The students have vocabulary problems in aspect of form, meaning, and use. (3)	S

S: Students

TM: Teaching Method

After deciding the problems based on the feasibility, the researcher and other team members made prerequisite on the selected problems. In this case, the prerequisite problems had interrelated cause-and-effect to each other. The result of the prerequisite analysis on the field problems could be seen as below.

Table 5. Prerequisite analysis

No.	Problems
1.	The students have less motivation in English vocabulary learning process.
2.	The students have vocabulary problems in aspect of meaning, pronunciation, and spelling.

The students have less motivation in English vocabulary learning process, and it made the students have vocabulary problems in aspect of form, meaning, and use.

After making the prerequisite analysis of the problem, the researcher and other research members determined some efforts to overcome the problems. The problems that occurred were influenced by other factors such as material, the teacher, the students, the school facilities, medias, and environment. It is commonly believed that an appropriate teaching technique might have contributions to the success of students' vocabulary learning.

There are many approaches, methods, and techniques that can be applied to overcome the problems. One of the teaching techniques and methods in order to overcome the problems is cooperative learning. Cooperative learning can be alternative to improve the vocabulary learning. Cooperative learning is an effective strategy for classroom with English language learning students in them, Yahya&Huienyahya (2002). Cooperative learning requires students to engage in group activities that increase learning and adds other important dimensions (Brown & Ciuffetelli Parker, 2009).

It is expected that the application of Cooperative Learning can improve students' vocabulary learning in SMP N 2 KampungLaut.

C. Limitation of the Problem

The researcher focuses on students' problems related to vocabulary learning as follows:

1. The students have less motivation in English vocabulary learning process.
2. The students have vocabulary problems in the aspects of words form, meaning, and use.

The researcher wants to make some efforts to improve the vocabulary learning process through Cooperative Learning. The researcher will implement group discussion and some cooperative learning activities. Encouraging the students to apply Cooperative Learning in their learning is a motivational push to students who are bored with the traditional classroom teaching method. By improving the learning process, it is expected that the students' vocabulary learning will increase as well.

D. Formulation of the Problem

From the limitation of the problems above, the problems will be formulated as follows:

1. What steps should be taken to improve students' English vocabulary learning through Cooperative Learning?

2. How could Cooperative Learning be implemented to improve students' English vocabulary learning?

E. Objectives of the Problem

The objectives of the research are:

1. To improve students' English vocabulary learning by using Cooperative Learning.
2. To find out how much Cooperative Learning can improve students' English vocabulary learning.

F. Significance of the Research

This research expectantly hoped to give value contribution to the following parties:

1. To the Researcher

This study gives much information about English learning and experiences in conducting education research

2. To the Teacher

The result of the research can give contribution for English teaching and provide some English resources and materials.

3. To the School

The result of the research can be used to solve some problem found in the teaching and learning problem in the class.

4. Other Researchers

This research inspires other researchers to conduct other research studies in the same area.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review

1. Vocabulary Learning

a. Vocabulary

There are many points of view of vocabulary definition stated by different experts. Richards (2002: 255) states that vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. As a core of the component of the language, the students have to have sufficient vocabulary to make them easier when they speak, catching the message, getting the message, and write down the idea in their sentences.

In line with Richards, Ghazal (2007: 84) argues that vocabulary is central to language and is of great significance to language learners. It means that how well the learners comprehend the basic in those four skills is based on the vocabulary they have.

In addition, National Middle School Association (2008) states that vocabulary is at the heart of general language development and conceptual learning and is, therefore, a critical aspect of curricular programs in all disciplines at the middle school level.

Based on the definition above, it can be concluded that vocabulary is the important knowledge because it is a core of the language that influences other aspects such as in reading, writing, speaking, and listening.

b. Vocabulary Learning

Related to vocabulary learning, Harmon et al (2009) states that vocabulary learning is a continual process of encountering new words in meaningful and comprehensible contexts. Studying vocabulary learning can be done by gradually study through the meaningful and comprehensible context.

Hunt & Beglar in Richards (2002: 259) state that vocabulary learning is more than the study of individual words. The study of vocabulary learning is study of its components. The study of vocabulary learning cannot be separated to other component of vocabulary. Vocabulary has unity such as words forms, words meaning, and words use that should be learned overall aspects.

Cook (2008: 50), vocabulary knowledge is divided into four aspects; form of the words, grammatical properties, lexical properties, and meaning. She implies those aspects into some sub aspects. In the form of the words, there are pronunciation and spelling. Then in grammatical properties, it consists of grammatical category, possible and impossible structures, idiosyncratic grammatical information, and word building. While in lexical properties, it consists of collocation and appropriateness. Finally in meaning, there are general meaning and specific meaning.

In line with Cook, Nation (2005) states that knowing the words knowledge is knowing words meaning, word form, and word use. In words meaning, he categorized the words into the words form and the words meaning, the words concept and the words referents, and association. In the words form, he categorized the words into spoken words form, written words form, and words

parts. Furthermore, he classified the words use includes grammatical function, collocation, and constrain on use.

Nagy & Scott (2002) described five noteworthy components of word knowledge. Those five components of words knowledge are word learning is incremental, word knowledge is the presence of polysemous, word knowledge is different type of the knowledge involved in knowing words, and word knowledge is the notion that learning a word meaning is inextricably related to knowledge of other related words. The last is word knowledge differs according to the type of the word.

The word learning incremental is a learning words meanings gradually and internalize deeper meaning through successive encounters in a variety of context and through active engagement with other words. The word knowledge polysemous presences each word has more than one meaning and each meaning based on the context they used. Word knowledge is the different types of knowledge involved in knowing a word. This knowledge includes the use of words in oral or written language, correct grammar usage of words or syntactical knowledge, semantics understanding such as appropriate synonyms and antonyms, and even morphological understanding that involve correct usage of prefixes and suffixes. The fourth aspect of word knowledge is the notion that learning a word meaning is inextricably related to knowledge of other related words. The words have different meaning related to the words pattern they used. The last is word knowledge differs according to the type of the word. The word knowledge has their kinds of the words.

It can be conclude that vocabulary learning is the processing of the learners encountered words gradually by recognizing its form, meaning, and use in the different context.

c. The Students' Problems of Vocabulary Learning

1) Motivation

According to Pulverness, Spratt, & Williams (2005: 38) motivation is the thoughts and feelings we have which make us want to do something continuing and to want to do it and turn our wishes in to action, i.e. motivation influences:

- a) Why people decided to do something.
- b) How long they want do it for.
- c) How hard they are prepared to work to achieve it.

Harmer (2001: 51) implies that motivation is some kind of internal drive which pushes someone to do things in order to achieve something.

Williams & Burden (1997:120, in Harmer (2001:51) suggest that motivation is a state of cognitive arousal which provokes a decision to act as a result of which there is a sustained intellectual and/or physical effort so that the person can achieve some previously set goal.

It means that motivation is an internal drive of person to achieve their goal. In order with the students, the motivation is important thing because motivation influences students feeling in joining the teaching and learning process.

2) Learners' error

Most of learners' errors are related to language use. Some studies in Msanjila (2005) classify the learner's errors into two general categories: those which result from mother tongue interference and those which result from within L2 interference system itself. In encountering the words, student makes some mistake in writing the words.

d. Vocabulary Learning Strategies

Gu & Johnson (1996) list second language vocabulary learning strategies as metacognitive, cognitive, memory and activation strategies. Metacognitive strategies consist of selective attention and self-initiation strategies. In selective attention, the learners know which words are important for them to learn and are essential for adequate comprehension of passage. In self-initiation, the learners use a variety of means to make the meaning of vocabulary clear.

Cognitive strategies entail guessing strategies, skillful use of dictionary and note-taking strategies. In guessing strategies, the learners use their background knowledge and grammatical clues from the passage to get clear meaning.

Memory strategies are classified into rehearsal and encoding categories. In rehearsal strategies, the learners learn the word through word list and then repeat the words. While encoding strategies such strategies as association, imagery, visual, auditory, semantics, and contextual encoding as well as word-structure. While in activation strategies, the learners get new word they just learned and use it into new context.

Gu and Johnson's Vocabulary Learning Strategies			
Metacognitive	Cognitive	Memory	Activation
1. Selective attention: identifying essential words for comprehension 2. Self-initiation: using a variety of means to make the meaning of words clear	1. Guessing: activating background knowledge, using linguistic items. 2. Use of dictionaries 3. Note-taking	1. Rehearsal : word lists, repetition 2. Encoding: association (imagery, visual, auditory)	1. Using new words in different contexts

In line with Gu & Johnson, Schmitt (1997: 205) distinguished the strategies into two groups; determine the meaning of new words when encountered for the first time and consolidate meaning when encountered again. Determination the meaning of new words is used when the learners are faced with discovering new word's meaning without recourse to another person's experience. Learners try to discover the meaning of new word by guessing it with the help of context, structural knowledge of language, and reference materials.

The second is consolidating meaning when encountered again. In this strategy divided into four points. Those are social, memory, cognitive, and metacognitive strategies. In social strategies, the learners are using cooperative group learning when studying and practicing the meaning of new words in group for consolidating a word. In memory strategies, the learners learn the previous knowledge by using form of imagery or grouping. In cognitive strategies, these strategies are similar to memory strategies but in this strategies not focused on manipulative mental. In these strategies, the learners learn the new meaning by using repetition and mechanical forms which is using word list, flash cards, and

vocabulary notebooks to study words. The last one is metacognitive strategies. These strategies used by the learners to control and evaluate their own learning. They evaluate their self-learning in general after them following the process.

Nation (2001) argues about taxonomy of vocabulary learning into three concepts. The three concepts are planning, source, and processes. In planning involves deciding on where, how and how often to focus attention on vocabulary items. In this category are choosing words, choosing aspect of words knowledge and choosing strategies as well as planning repetition. The second one is source in which involves getting information about the words comes from the word form itself, from the context, from a reference source such as dictionaries or glossaries and from analogies and connection with other languages. The last one is a process; in process the learners establishing the words knowledge by using noticing, retrieving, and generating strategies.

e. The Teaching of Vocabulary at Junior High School

The goal of teaching English is making the students to communicate. Communication can be applied in many ways such as through speaking, writing, listening and reading. To comprehend those skills, the learners need sufficient vocabulary. Communication can be worked well if the learners have sufficient in vocabulary.

Vocabulary is a main component making the communication in English teaching and learning process succeed. It influences students' competence in four skills in English, but the teaching of vocabulary in school is not emphasized.

Vocabulary is taught integratedly in English through other skills such as reading, speaking, writing, and listening. The curriculum of teaching vocabulary only focused on the main skills. Nation & Newton (1997) argues that to more indirect approaches in which vocabulary is incorporated into communicative tasks, attention to lexical forms is now more central to the development of language curricula.

2. Cooperative Learning

a. The Definition of Cooperative Learning

According to Slavin (1994: 287), Cooperative Learning refers to instructional methods in which students work together in small groups to help each other to learn. The students are expected to help each other by discussing and filling gaps in each other's understanding. In Cooperative Learning groups, each member of the groups is responsible to make sure that everyone in the group has mastered the materials being taught by the teachers.

In addition, Jenkins, Cruikshank, & Metcalf (2009: 251) describe Cooperative Learning as “an instructional procedure whereby learners work together in small groups and are rewarded for their collective accomplishment.” In this case, the contribution of each member influences the achievement of the whole team.

From the definitions above, it can be concluded that Cooperative Learning is a teaching method which emphasizes the student team work. Cooperative

Learning differs from traditional teaching approaches because students work together instead of competing with each other individually.

b. The Elements of Cooperative Learning

Johnson & Johnson (1984, in Slavin 1995: 129) feels that in order for a lesson to be structured cooperatively, five essential elements must be present. It is these five pieces which distinguish Cooperative Learning from other traditional grouping styles.

The first of these elements is the concept of ‘positive interdependence’. Students must feel that they need each other in order to complete the group task. Each group member depends on each other to accomplish a shared goal or task. Without the help of one member, the group is not able to reach the desired goal. For a true cooperative learning condition, students must perceive that they are positively interdependent with other members of their group.

The second element necessary for a successful cooperative grouping strategy to work is ‘face to face’ interaction. The students work in a group of four to five and interact with each other. The students must help each other, assist, support, encourage, and praise each other for the efforts to learn. Students must be allowed to explain to each other how to solve the problems, discuss the nature of the concepts being learned, and teach one another.

Third element of Cooperative Learning is ‘individual accountability’. Students must show that they have individually mastered the materials. They must also feel that each of them is responsible for helping other students to complete a

task; therefore, they have to master the materials. It is important for group members to know who may need more assistance, support and or encouragement.

The fourth element of Cooperative Learning is ‘interpersonal and small-group skills’. The teacher should teach the students how to work together and discuss how well their groups in achieving their goals. The students must be taught to function effectively together as a group in the learning process. There are some social skills that must be taught to the students. They are leadership, decision-making, trust-building, communication, conflict-management skills.

The last element is ‘group processing’. The group members discuss how well they are achieving their goals and maintaining effective working relationships. They can also evaluate what member actions are helpful and not helpful, and then they can make a decision about what behaviors to continue or change in the next activities.

c. The Benefits of Cooperative Learning

Cooperative Learning has some benefits. First, Cooperative Learning can increase students’ self-esteem, motivation, and self-confidence. Second, the implementation of Cooperative Learning also can improve students’ good character, sensibility, and tolerance.

In addition, Slavin (1995: 2) states that Cooperative Learning can also reduce students’ apathy and conflict between students because they can accept individual diversity positively. In other words, Cooperative Learning can help make diversity as a resource rather than a problem. This strategy also focuses not

only on the academic aspects, but also the affective and on social aspects of students such as positive interdependence and face to face interaction. The structures of Cooperative Learning strategy may decrease the domination of higher-achieving students and provide the same opportunity for all students to develop themselves.

From the above explanations, it can be concluded that Cooperative Learning gives positive effects to the teaching and learning process because it can increase students' achievement and students' self-esteem.

d. Types of Cooperative Learning Methods

According to Slavin (2008; 11), there are three method of cooperative learning that can be adapted in all subject matter in school. Those are students Team-Achievements Division (STAD), Team-Games Tournament (TGT), and Jigsaw II. The first type of cooperative learning is STAD (Students Team-Achievement Divison), the point of this method is motivating the students to support and help each other. This strategy focused on the quizzes. The student work together after the teacher delivered the material. Although they work collaboratively, they could not help in doing the quiz to each other. The answer of the quiz was different.

The second is TGT (Team-Games Tournament), in this method emphasizes in games and tournaments. The games will be inserted during teaching and learning process. The use of the tournament in this method is in the end of week after all the material learns by the students.

The last one is Jigsaw II, this method are different from those method above. In this method, the students asked to read a chapter, small book, or other subject. The students work in their group and after they read the material, the student who masters the topic will meet other group to share the topic they got. after a member of each group share their knowledge to other group, they will join again to their first group to share what he or she get from visiting other group.

Those types cooperative learning promotes students' interaction and cooperation with other students during teaching and learning process. The design of Cooperative Learning activities is possibly changed to be suited with the materials or situation in the teaching and learning process.

B. Conceptual Framework

Vocabulary is an element of knowledge of language because it can influence the students' ability in studying English. Vocabulary influences other skills in English like speaking, reading, writing, and listening. The students need to have sufficient vocabulary to follow the English teaching and learning process.

The students have vocabulary problems, it makes the students difficult in following English teaching and learning process. There are some reasons why the students have vocabulary problems. The students have less motivation. Most students were lazy open the dictionary. They waited the teacher to translate the words they have. There were not any interesting techniques and method applied by the teacher. The way the teacher delivered the material was lecturing. The students face difficulty in recognizing the aspects of vocabulary in the term of

words form, meaning, and use. That is the reason why the researcher wants to conduct the research by implementing Cooperative Learning in which emphasized teamwork so the students can help other to learn.

There are some benefits in using Cooperative Learning method. The students worked in group learning activities instructionally so they can help each other. The students have interaction positive so they will feel confidence. Cooperative learning can also arouse students' motivation in learning. Therefore, Cooperative Learning can be appropriate strategy for improving students' vocabulary learning.

From the explanation above, the researcher was motivated to conduct the research in improving vocabulary learning of second grade students of class B SMP N 2 KampungLaut through Cooperative Learning.

CHAPTER III

RESEARCH METHOD

A. Type Of The Research

The approach used in this research is action research (AR). Burns (1999:30) says that “action research is the view to improve the quality of action within social situation, involving collaboration and cooperation of researcher, practitioners, and laymen”. This action research aims to portray the process of the improvement of students’ vocabulary learning. The nature of this research is worked collaboratively among the researcher and the English teacher. In this research, the researcher was directly involved to improve the students vocabulary learning.

B. The Subject Of The Research

The subjects of this research were the English teacher as collaborator and the grade VIII students of class B SMP N 2 Kampunglaut Cilacap in the academic year of 2011/ 2012. This class consisted of 33 students. This class was chosen as subject of research based on the previous observation. There were found some problems in that class related to the vocabulary learning.

C. Place And Time Of The Research

The research was conducted in SMP N 2 KampungLaut which is located at Lempongpucung Street, Ujung Alang, KampungLaut Cilacap. The school was chosen because there were many problems found. The research was carried out

during the English class held twice a week. For class B, the scheduled were on Friday and Saturday. The action lasted in 2x45 minutes per meeting from March up to April, 2011.

D. Technique Of Collecting Data

The data collecting technique used in this research was qualitative. The researcher gathered the comments, opinions, suggestions, and expectations from research team members. The qualitative data took through classroom observation during the action, interviewing the students and interviewing the English teacher as collaborator, taking the photographs, and the students' vocabulary learning pre-test and post-test.

E. Instrument of the Research

The instruments used in this research were vignette, interview guideline, and students' vocabulary pretest and posttest. The vignettes were used to record the teaching and learning process related to the changing and the obstacles that found during the implementation of the action. The interview guidelines were used as a reflection by asking the opinion of the students and the English teacher about the action. Then, the vocabulary of the pretest and the posttest were used as media to get information about the students vocabulary after Cooperative learning given whether their make improvement or not. The result of the instruments was in the form of field notes, interview transcript, and student's vocabulary score.

F. Technique of Data Analysis

The data were qualitative. The analysis dealt mostly with qualitative descriptions than with numbers. Firstly, the researcher collected the data from the finding as genuine data such field notes, interviews transcripts, and students' vocabulary score. Secondly, the researcher analyzed the description of opinions and the result of the research. Then, the from the interview transcripts, it would be shown about the progress of the implementation given. After that, the students and the English teacher were given a chance to give their opinion and comments related to the implication of the actions to avoid the subjectivity in analyzing the data and the trustworthiness.

G. Validity And Reliability

The validity of the data was based on Anderson in Burn's (1999: 161-162). The validity of the data is democratic validity, outcome validity, process validity, catalytic validity, and dialogic validity.

In democratic validity, the researcher did collaboration with the English teacher and the students by giving their opinion, comments, ideas, criticism, and suggestion about the implementation of the action. Their opinion, comments, ides, criticism, and suggestion were used to improve the action. The outcome validity was gained based on the result of the actions have been done. The researcher and the collaborator analyzed the success and the failure of the action. The process validity was collected by doing a triangulation that is gathering by account of the

situation in different of view point from the students, the English teacher, and the observer.

The catalytic validity deals with the opportunity which the participants get to deepen their understanding of the research by monitoring other participants. In this research, the researcher asked the students about their responses to the changes occurring to themselves. The last is dialogic validity. In the dialogic validity, the researcher did reflection with the English teacher and the students in order to get suggestion to improve the next action.

H. Procedure Of The Research

1. Reconnaissance

Reconnaissance is the important process in action research. In this process, the researcher gathered information about the whole aspects of teaching and learning process. In this process, the researcher collected field problems found related to vocabulary learning. Then, she discussed the problems with the English teacher. After that, she and the English teacher selected the problems based on the level of difficulty, urgency, and feasibility.

After selecting the problems, the researcher and the English teacher discussed the action to overcome the problems based on the prerequisite analysis.

2. Planning

In this stage, the researcher prepared to conduct the action in two cycles. In each cycle consisted of three meetings. The researcher will implement team,

games, and tournament. The researcher grouped the students work in a team. The researcher prepared lesson plans, the instruments, and the materials that would be used in the research. The lesson plans were used as scenario during teaching and learning process. The instruments were designed by considering the kinds of data needed. While the materials designed were in the form of copied handout and the others were written on the blackboard.

3. Action and Observation

In action and observation, the researcher implemented the lesson plans and three cooperative learning activities. While implemented those actions, the researcher and the teacher observed and recorded all that happened into field notes during teaching and learning process. It fulfilled process validity. The researcher also took pictures during implementing the action. In the end of implementation, the researcher interviewed the students to get the data about the students' responses. It fulfilled catalytic validity.

4. Reflection

In reflection stage, the researcher and collaborator work together to analyze the data gathered from the result. The data were from classroom observation and interview the students and the English teacher. The reflection session was expected to be useful in revising the plan and actions.

5. Re-Action

In this stage, the researcher and the English teacher discussed to conduct next action to overcome the problems found in the previous.

CHAPTER IV

THE RESEARCH PROCESSES AND FINDINGS

A. The Research Processes

1. Condition before the Action

The reconnaissance is the process of getting some information about the whole aspects in English teaching and learning process in the classroom. To get information about the teaching and learning process, the researcher did observation. After finding problems from the observation in the teaching and learning process, the researcher and the English teacher discussed the result of observation in the first Chapter by weighing the problems based on the level of difficulty, urgency, and feasibility. After the researcher and the English teacher weighed the problems based on the feasibility problems, the researcher did a prerequisite analysis to find out the cause and effect of the problems. The prerequisite analysis was discussed between the researcher and the English teacher.

There were two problems that had affected one another after the prerequisite analysis. The students had less motivation in English vocabulary teaching and learning process. Consequently, it made the students have vocabulary problems in the aspects of meaning, form and use.

After doing observation, the researcher also conducted pretest. The pretest was carried out on Thursday, March 17, 2011. The test was about vocabulary test which consisted of 20 items in which 10 items were multiple choices and 10 items were filling the blank by the words provided in the box. The

result of vocabulary test of students VIII B of SMP N 2 Kampunglaut Cilacap is shown in the table as follow.

Table 6. The Descriptive Statistic of Vocabulary Pre-Test Score

Mean	SD	Median	Modus	Max	Min
34.166	11.553	35.000	35.000	65.000	10.000

The table of the pre-test above shows that the student's vocabulary score before the action was very low. It can be seen that most students got 35 in the pre-test while the lowest score was 10. Only one student got the highest score, which was 65. The mean was 34.166. It was lower than the minimum achievement standard of English subject at the school that is 60. It means that the students' vocabulary ability was low. This result was in accordance with the teacher's statement that the students' daily marks were also low because they lacked vocabulary.

Based on the problems analysis above, the researcher and the English teacher formulated some actions to overcome the problems due to the limitation of the time, fund, and energy. The researcher then implemented Cooperative Learning strategies in vocabulary teaching and learning process. In Cooperative learning strategies supported the use of small group which made the students be more active and critical during the vocabulary teaching and learning process. The structure of vocabulary learning may create the atmosphere because the students may move and play like a game so the students could enjoy the vocabulary teaching and learning process easily. Cooperative learning provided many

activities so that the teaching and learning process was monotonous.

In order to overcome the problems based on the prerequisite analysis, the researcher and the English teacher implemented Cooperative Learning model Team-Games and Tournament. That model was chosen because of the structure of activities in learning appropriate to be implemented in the vocabulary learning. The activities were modified in team, games and tournament which create fun and enjoyable atmosphere in vocabulary teaching, and it made the students maximize to be involved the teaching and learning process. To motivate the students in doing vocabulary learning, the researcher implemented some vocabulary games such as group words games and mix and matching games.

B. Implementing and discussion of Cycle 1

1. Planning

In Cycle 1 the researcher and the English teacher conducted the research into three meetings. In this Cycle, the researcher tried to solve the problems in vocabulary learning in the term of students have less motivation in the English teaching and learning process and students' vocabulary problems in the aspects of words from, words meaning and words use. To solve those problems, the researcher implemented the team-games and tournament. The teams and tournament were conducted to solve the problems in students' motivation while games conducted to solve the vocabulary problems in the aspects words from, words meaning, and words use.

In the first and second meeting, the researcher conducted teams and

games. The tournament was conducted in third meeting after the action of first and second meeting. The researcher divided the students to work in a team in each meeting. The games that implemented in the first meeting was about group words games, and in the second meeting were about group words games and matching meaning games. The tournament was implemented in third meeting as reflection of the students in comprehending the vocabulary after they got the knowledge about the group words.

The material will be taught in this Cycle about narrative text. The macro skill learned were identifying the vocabulary used in the text, identifying the detail information about the text, identifying the generic structure of narrative text, giving explanation about the structure of vocabulary, and recognizing the words form and the words meaning. During the teaching and learning process, the researcher acted as a teacher and the teacher acted as an observer. The researcher and the English teacher observed the changing during the teaching and learning process. The researcher interviewed the students and the English teacher to get their reaction about the implementation of the action.

2. Action and observation

a. First meeting

The first meeting of the first Cycle was held on Friday, March 18, 2011. The class began at the first session at 08.00 WIB. The researcher and the English teacher came to the class. The researcher asked the leader to lead the prayer. The researcher and the English teacher started the class

by greeting and checking students' attendance list. No one of the students was absent that day.

The researcher gave the students apperception by asking them a story about *Snow Angel and Seven Dwarfs* before started to the lesson about narrative text. The students were confused when the researcher explained the story using English so the researcher used the English and Indonesian language. Then, the researcher asked the students about the vocabulary commonly used in the story. The students more actively gave their ideas and thought when the researcher gave apperception by using Indonesian.

The researcher gave the copied-paper and vocabulary list then she explained the material about narrative text with the title *Buggy Races*. The copied-papers were given to the students because all the students did not have English book. The vocabulary list was provided to make students easier to comprehend the text. After that, the researcher explained the features of narrative text and its parts. She also explained a tense that was commonly used in narrative text. The researcher read the text and the students paid attention to her while she read the text. Some of them did not paid attention to the researcher while she read the text. Then, the researcher asked the students to find the difficult words. They understood what researcher explained before but some students complained the researcher because the way she explained the material was too fast.

The researcher explained the word families to the students such as

noun, verb, adjective, and adverb. The researcher gave explanation how to differentiate among noun, verb, adjective, and adverb. The researcher gave example of the words families in the form of copied-paper. The students were confused with researcher explanation related to the words parts. The students asked the researcher to explain once more.

Therefore, the researcher organized the students to do group words game in a team. The researcher grouped the students to work in some teams. The researcher divided the team based on the ability of students from the test result conducted before. The students refused to work in a team that was decided by the researcher because they could not choose the member of team work. Then the researcher explained to the students and they accepted work in a team. Each team consisted of 5-6 members. The researcher explained the responsibility of each member while doing the task. Every member of team had their responsibility while doing the games. There was a member who had job looking for the meaning in the dictionary. There was a member who had job to grouping the words. Then the researcher gave rules how to play the games. Then the researcher gave each team some cards which consisted of vocabulary list. The researcher asked all teams to group the words into their parts such as noun, verb, adjective, and adverb. The goal was to make students more familiar about the kind of words in English vocabulary.

The students worked cooperatively one another in doing the task. The researcher monitored each team by asking their difficulties in doing

group words games. There were some students in a team who did the group words. The rest of the members were chatting and playing with other members. Some students asked the researcher about the words they did not know they belong to: a noun, a verb, an adjective, and an adverb. They were confused in differentiating the word based on its parts. They faced difficulty in grouping the word because it was the first time for the students to do group words games.

After the students finished their work, the researcher asked each team to show their result by sticking the card based on its group words in the paper provided in the blackboard. The students competed one another to stick the cards on the blackboard. Some students participated in group words games. Some of them only watched because the answer has done by other teams. The researcher discussed the result of the games. After that, she pointed out the words in the blackboard and pronounced the words together with the students. Then the bell rang signed the teaching and learning processes ended. The researcher gave some conclusion about the lesson today. Then she greeted the students by saying *salam*.

b. Second meeting

The bell of session two rang, the researcher and English teacher came to the class. Some students were outside of the class waiting the researcher to come to the class and the other students were inside. The students who were outside the class asked the researcher the kinds of

games that would be taught in this meeting. Then the researches asked them to enter to the class. All the students entered the class and then sat in their chairs.

The researcher greeted the students and asked the students condition, and then she asked the students who was absent for that day. There were three students absent that day. Then the teacher asked students to comprehend narrative text that was taught in the previous meeting. They answered the question enthusiastically. They answered directly the researcher questions. Then the researcher gave a new text related to the narrative text. The text was titled *The Beauty and the Beast*. Before started the lesson, the researcher prompted the students to explore the vocabulary commonly used in story with the titled *The Beauty and the Beast* by mixing between English and Indonesian language. The students mentioned the vocabulary one by one using Indonesian language. Some students did not pay attention to the researcher instruction.

The researcher gave copied-paper which included text with the titled *the Beauty and the Beast* and vocabulary list to the students. The students paid attention while the researcher was explaining narrative text and its parts. After that the researcher read the text loudly. Some students did not pay attention while the researcher read the text. Then the researcher asked them to read the text randomly.

The researcher asked the students to do group words games and matching the words with the meaning. Therefore, the researcher

explained how to differentiate the word families and how to guess the meaning by looking the dictionary or based on the text. The researcher explained the words families clearly because in the first meeting the students faced difficulties while doing the group words games. The team was divided into five teams in which each team consisted of 5 members. The team members was chosen based on the result of the games in the first meeting and the member of each team also different from the team in the first meeting.

The students worked collaboratively with their team members while categorizing group words and matching words meaning. Most of the students were participated in grouping the games and few of them were busy chatting with other. The researcher walked around asked the students' difficulty in doing the group words games matching the words meaning. The students found difficulties while doing the matching words meaning games like they did in the first meeting. Some students enjoyed the atmosphere while doing the games. They were helping each other with their new group members. They shared their finding. They have interest in looking dictionary to check their answer. They were checked the meaning of the words from vocabulary list and the dictionary.

The time for grouping the words group ended, and then the researcher asked the team to be ready with their result. The students fought while sticking the cards in the blackboard. Some students members of the team were participated taking turned in sticking the

cards. After all the teams giving their answer, the researcher and the students were discussed the result in the blackboard. The researcher asked each team about the meaning of each words sticking on the blackboard. All the students were spoken up the meaning but they found difficulties when translating the meaning by looking the meaning in the dictionary.

The bell rang, then researcher together with the students made conclusion. The researcher gave information for all students for next meeting the researcher will conduct the tournament. The researcher asked the students to study all the materials they got from first and second meeting during the action. Then the researcher greeted them by *salam*.

c. Third meeting

The researcher and the English teacher came to the class after the bell of the second lesson rang. The students already waited for the researcher and the English teacher ready for tournament. Then the researcher asked the leader of the class to lead the prayer. After that the researcher led the tournament by greeting the students and asking their condition. No one students was absent at that day.

The researcher told the students about the tournament. She asked the students to be ready in joining the tournament. She then grouped the students into seven teams and each team consisted of 3-4 students. The researcher gave the rules to all students during the tournament. She gave 30 questions to be read during tournament. Each group or team could

answer as many as they could if other team could not answer the questions. They signed for answer the questions were by raising their hands. And the other team could answer the question if the researcher pointed the group who has their chance to answer.

The researcher started reading the question as a sign the tournament ready to begin. The students raised their hand to answer the question given. The students actively did the tournament. Each team competed to answer the question to get high scores. The students also laughed and shouted when other team member could not answer the question given. Some students were not taking part in the tournament. There were only certain students who were answering the question given. The researcher gave the reward by adding the point to the team who had high scores in the tournament.

The time allocation for tournament was about 60 minutes. After the tournament was done, the researcher asked the students to break for a while and discussed the result of the tournament. She asked the students to look at the question given from tournament. The bell rang, and then the researcher greeted the students by saying *salam*.

3. Reflection

Based on the observation in Cycle 1, the implementation of team games and tournament were unsuccessful enough. The researcher found that some students were not paying attention to the researcher's instruction and the

explanation. Some students chatted with other friends. Some students confused with the researcher explanation using English language. It can be seen in the interview transcript below.

- R: "Ritma, what do you think about the teaching and learning process before?"
 S: "I enjoy the lesson miss even though there were some friend who make noisy with other friends".
 R: "What do you mean by making noisy?"
 S: "They chatted with other friends sat near to them miss especially for male students who sat at the back".
 R: "Oh..but what about the material itself?"
 S: "It is easy to understand miss but the way you delivered the material was too fast and you also used English language, it make us confused to get the point".
 R: "So to the next meeting, I have to delivered the material slowly and used both English and Indonesian, right?"
 S: "yes miss you should use both language because we never taught using English."
 (Appendix B, interview transcript 1)

The implemented team was refused by the students because they could not choose their member. The researcher explained to the students the goal of the student's working in the team. After that the students accepted to work in the team. The member of the team was too many so it made the students not maximize when doing the task. They did not have responsibility in their team. Some of the students did the task and some of them only watched and chatted with other members. The evidence can be seen it the interview transcript as follow.

- R: "Okay Ketut what is your opinion when you worked in a team before?"
 S: "In my opinion, I like work in a team because I can work cooperatively. It makes me comprehend the material easily, and also when I work in a team I feel my motivation increase mam".
 R: "Ohh that sounds good,,, so what's about other friends in your team?"
 S: "They were chatting with other members; there were only three students who did the task in a team and the other only follower".

R: "So only three students who did the task in your team. They should do the task together and be responsible with their job in a team. What do you think why they were not take part in the team?"

S: "The member of the team to many Mam so it is not effective if the member too many."

(Appendix B, interview transcript 3)

The implementation of group words games ran well but in the matching meaning words game was not worked well. Some students found their difficulties in understanding the meaning. It can be seen the interview transcript below.

R: "Nela, what do you think about the games were implemented by the researcher? Do you find any difficulty?"

S: "Yes miss, it is my first time learning by games because in usual class we did not learn the material using games. It was difficult for me at the first time to recognize the parts of speech or words families. After you taught me twice, I understood in recognizing the words families or parts of speech."

R: "Is there any improvement in your vocabulary after you play the games? Is it easy for you to understand the text or the lesson after you play the games?"

S: "Yes miss, it is easy for me to understand the text after I play the games. I enjoy playing the games and it makes my motivation increase. And my motivation improves too. I already know how many kinds of the words in English. hehehehe... but I found difficulties in knowing the meaning of the matching words meaning games miss."

R: "What is your problem in matching words meaning games?"

S: "The definition of each words too long so it makes us twice to translate the meaning. We translated the words one by one to get the exact meaning".

(Appendix B, Interview transcript 4)

The implementation of tournament was not unsuccessful enough. Some students were not taking part in answering the question. There were certain students who answered the question. Even though only certain students who answered the question in tournament, some students got involved discussing during the tournament. It can be seen in the interview transcript below.

R: "In your opinion what do you think about the tournament in the meeting before?"

S1: "It was amazing miss".

S2: "It was fun, miss, we competed to other team to be winner to get the reward miss."

R: "So what is about the question is it easy to understand?"

S1: "Yes miss it is easy to understand."

R: "What about you Agus? I think you are shy, aren't you?"

S1: "He is a shy boy, he is a very calm boy in the class."

R: "But when you join in tournament, did you find any difficulties?"

S3: "No miss because my leader answered for us"

R: "It means that each of you did not take the turn to answer the questions?"

All S: "yes miss, we did not do it".

(Appendix B, interview 6)

The result of first Cycle was in unsuccessful and successful action. The unsuccessful and successful action will be presented below.

a. The unsuccessful action

- 1) The students were confused when the researcher explained the material and gave instruction using English.
- 2) Some students were not taking part in a team.
- 3) The number of the team members was too large.
- 4) Some certain students always answered the questions.
- 5) The students faced difficulty in knowing the meaning and the use of the words in English.

b. The successful actions

- 1) Using Cooperative Learning is helped the students to motivate them in the teaching and learning process.
- 2) Using Cooperative Learning makes the students confidently when doing the task work in a team.
- 3) Using Cooperative learning can help the students to recognize the kinds of the words in the English.

C. Implementing and discussion of Cycle II

1. Planning

Based on the reflection done in Cycle I, the researcher and the English teacher discussed the new plan to overcome the problems. The researcher and the English teacher implemented some action such as:

1. The research implemented both the English language and Indonesian language as official languages used in delivery the lesson and instruction.
2. The researcher reduced the member of the team.
3. The researcher implemented the synonym and antonym games.
4. The researcher gave rules for the tournament by pointing the member to answer the question in the tournament

In this Cycle, the researcher and the English teacher planned to make lesson plan and material. The researcher decided to make the action in three meeting in which in two meeting the researcher implemented team and games, and in the third meeting the researcher and the English teacher conducted the tournament. The researcher decided to reduce the member of the team in each team. They were chosen based on the result on the Cycle I and the member could be balance between male and female students to make students more responsible in doing the task.

The researcher also conducted a new two games as activities in the vocabulary learning. Those were the mix and match games in which the games consisted of synonym and antonym matching games to make students knowing the meaning easily. The researcher also conducted new rule in the tournament.

The researcher asked the students to take turn in answering the question. The material will be taught in this Cycle were Recount text. The materials were given based on the recommended by the English teacher. The researcher were used the English and Indonesian language in giving the instruction when delivered the material. The materials were given in the form of copied paper included vocabulary list. The researcher and the English teacher made some medias such as cards and board to support the vocabulary learning.

2. Action and observation

a. First meeting

The first meeting of Cycle II was taken in Friday, April 1, 2011. The English class started in first session up to second session. The researcher asked the leader of the class to lead the prayer. Therefore, the researcher asked the students' condition and checked the students' attendance list. All students were present that day.

The researcher started the lesson by warming up the students with their amazing experience that found in their life. The researcher used the English and the Indonesian language to explain the material and the instruction. The researcher prompted the students to explore the vocabulary used in their story in English vocabulary. The students were enthusiastically shared their experience. The students were involved the teaching and learning process. Then the researcher came to the main topic by giving the goal of the teaching that day.

The researcher explained about recount text. The researcher gave copied paper to students. Then, she explained about the characteristic of recount text with titled *My Personal Experience*. The researcher explained the tenses that used in recount text. After that the researcher read the text and asked the students to pay attention while the researcher read the text. Most of the students were paid attention when the researcher read the text. Then, the researcher asked the students randomly to read the text. The students were able to read the text correctly. Therefore, the researcher discussed together with the students to find out the characteristics of recount text. The students gave their effort to mention the characteristic of recount text. After that the researcher asked the students to find the difficult words in the text.

The researcher organized the students to work in a team. The team consisted of 4 members. This decision considered to make the students aware with their responsibility in team. The researcher asked the team to do the synonym mix and match games. The researcher explained the structure of the synonym mix and match games. The researcher also gave explanation about the rule of playing the games and gave the cards to support the students playing the games. The students already understood about the rule of the games. They allowed finding the synonym and the meaning of each word in the dictionary or by guessing the meaning from the context.

The team members were more cooperative in doing the task. Most

students were more responsible when doing the task. They did the task seriously. Each member had their job while doing the task. Most of the students were enthusiastic when matching their finding of the words.

The time for did the task was up. The researcher asked each team to prove the result by sticking the words in the board. Most students were taking part in sticking the cards. After all the result shown, the researcher and the students together discussed the result by pronouncing and translating the meaning in Indonesian language. The bell of the lesson rang. Then the researcher and the students made conclusion about the recount text and the synonym words. After that the researcher greeted them by *salam*.

b. Second meeting

The second meeting of Cycle II was held on Saturday, April 2, 2011. The English class started after second session. The signed of the second session up, the researcher and the English teacher came to the class. The class seemed crowded because it was the changing of the time. The researcher asked the students who were outside to come to the class. The researcher asked the students' condition and checked the students' attendance list. All students were present that day.

The researcher asked the students comprehend about recount text at the previous meeting. The students answered the researcher question fluently. After that the researcher informed the students the goal of the teaching that day. The researcher gave the students text related to the

recount text in copied-paper form. The researcher asked the vocabulary they got from the previous meeting in English. They mentioned it one by one. Therefore, the researcher came to the main topic about recount text with titled *My Football Experience*. Then the researcher read the text carefully and asked the students to pay attention to her. Most of the students paid attention to the researcher. After the researcher read the text, she continued to explain the structure of the recount text and the vocabulary used in the text.

After explaining the structure of the recount text, the researcher grouped the students in the teams. The member of the teams consisted of 4 members. The member had chosen not the same as the member of previous meeting. After the team made by the researcher, she explained the structure of antonym words games to all the team. Then the researcher explained the rule of the games same as the previous meeting and the students already understood. The researcher gave the cards about the words list.

The researcher walked around asked the students difficulties in doing the task. Each team did their task by looking the meaning and the antonym words in the dictionary. Some of the members were finding the antonym from the context and some of them were finding the antonym words from the dictionary. The members of the teams were more active in taking part in their team.

The time for doing the task was end. The researcher asked the

students to share their result finding of words antonym. Each team proved their result by sticking the cards in the board. Every member had their turn in sticking the cards. The students were active in doing the games.

The bell rang signing the time up for English lesson. Then the researcher asked the students to make conclusion related to the recount text and vocabulary antonym. After that, the researcher informed that in the next meeting the students should be ready in a tournament.

c. Third meeting

The tournament was held on the Friday, April 8, 2011. The researcher and the English teacher came to the class. The researcher asked the leader of the class to lead the prayer. After that the researcher greeted the students, asked their condition, and checked students' attendance list. All the students were present on that day.

The researcher gave review about the synonym and antonym words to students. After that she asked the students whether they were ready to do the tournament. Most of the students were ready in tournament. Then, the researcher organized the students by putting the students in some teams. Then the researcher informed the rule of the tournament. In the first session of the tournament the member could answer the question freely. In the second session of the tournament, the team or the member who answered the questions would be pointed by the researcher. So each member was to be ready when the researcher pointed

them. The reward was given to the team who has high score.

The questions in tournament were about 30 items. The students were ready in tournament. Then the researcher read the question and asked to all team if they knew the answer. Each team was competed one other to collect high scores. The students were active gave their result in first session. The researcher turned to the second session in which the students had to answer when the researcher pointed the member of the team. The students were ready to answer. The students who pointed by the researcher were nervous but they could answer the question. The implementation of the tournament ran well. Most of the students were taking part playing the tournament.

The researcher gave conclusions about the tournament. The time was up and the researcher informed to all students that in the next meeting there would be a test. After that the researcher greeted the students by *salam*.

3. Reflection

The implementation of team, games, and tournament of Cycle II has been done, the researcher and the English teacher found that there was improvement in students' vocabulary. The students already know the meaning easily by playing the games. The student's vocabulary was improved. The implementation of the team was also successful. The implementation of the tournament also ran well. The implementation of teams, games, and tournament could help students to get

away their bored. It can be seen in filed notes and the interview transcript below.

- R: "May I ask you some question about the teaching I conducted before?"
 S: "Oh yes Mam go ahead but I fell shy Mam"
 R: "It's okay Ratna, it took some minutes to interview you. What do you think about the teaching I had taught you?"
 S: "I enjoy the teaching and learning Mam since you teaching us here we can understand the material easily. The way you teach me is different that the teacher before. You teach me by using games and putting me into a team. It makes me get away of my bored. I like studying by using team and games Mam because I more active and motivate me to do the task and share my ideas
 R: "Ohh... do you find difficulties when doing the games?"
 S: " So far no, Mam. I did not find any difficulties when I did the games because we did it together with other member"
 R: "So what do you think about the games, can it help you to improve your vocabulary? And can it make you understand when you read the text?"
 S: "Yes Mam. My vocabularies are improved Mam since I learn the English with you. Now I can differentiate the noun, verb, adjective, and adverb. I got the point when I read the text because I know the meaning even tough little after you teach me using the games. It is easy way to memorize the vocabulary"
 R: "It means that you like studying the English especially in vocabulary using teams and games?"
 S: "Yes Mam, of course I like it".
 (Appendix B, interview transcript 7)

Theimplementation of the team, games, and tournament also made the students like English lesson and like speaking English too. The evidence can be seen as below.

- R: "Indra, in your opinion, what do you think about the vocabulary learning that I taught before?"
 S: "It is easy to understand Mam because the way you teach us using games. And it makes my motivation improve Mam"
 R: "So by using the games, can it help you in understanding the English lesson?"
 S: "Yes Mam..it is easy to understand the lesson when we learn using games. It makes my vocabulary improve Mam. In usual class, we only write down the words in the book after the teacher translating the words. It is easy for me to memorize the words by using games. Now I like speaking English because you teach me how to pronounce the words in English correctly but it is difficult for me when getting the meaning Mam".
 (Appendix B, interview 12)

After the students and the English teacher conducted the Cooperative Learning, it can be concluded that the use Cooperative Learning could help the

students to increase their motivation. The implementation of Cooperative learning also could help the students to improve their vocabulary in terms of the words form, the meaning, and the use. They students now could differentiate and recognize the kinds of words. They could guess the meaning from the context and know how to use the words.

D. The Result of the Action

The findings in this research fulfilled dialogic validity, democratic validity, catalytic validity, and outcome validity. Based on what the teacher-researcher had planned, acted, observed and reflected in the first and second cycle, the teacher-researcher came to the following findings:

1. Cycle I

a. The unsuccessful action

- 1) The students were confused when the researcher explained the material and gave instruction using English.
- 2) Some students were not taking part in a team.
- 3) The number of the team members was too large.
- 4) Some certain students always answered the questions.
- 5) The students faced difficulty in knowing the meaning and the use of the words in English.

b. The successful actions

- 1) Using Cooperative Learning is helped the students to motivate them in the teaching and learning process.

2) Using Cooperative Learning makes the students confidently when doing the task work in a team.

3) Using Cooperative learning can help the students to recognize the kinds of the words in the English.

2. Cycle II

a. Cooperative Learning could help the students to improve their motivation.

b. The implementation of Cooperative learning also could help the students to improve their vocabulary namely the form, the meaning, and the use.

c. They students now could differentiate and recognize the kinds of words. They could guess the meaning from the context and know how to use the words.

The result of this research is summarized in the table below:

Table 7: The Summary of the Research in the Pre-Action, Cycle 1, and Cycle 2.

The problems	Pre-action	Cycle 1	Cycle 2
Students' motivation	<ul style="list-style-type: none"> ➤ Many students did not pay attention to the explanation and instruction given. ➤ Many students were not actively involved in discussion in the class. 	<ul style="list-style-type: none"> ➤ Some students paid attention to the explanation and instruction given. ➤ Some students were actively involved in discussion in the class. 	<ul style="list-style-type: none"> ➤ Many students paid attention to the explanation and the instruction given. ➤ Many students were actively involved in discussion in the class.

	➤ Many students have less motivation in the vocabulary learning and teaching.	➤ Some students were interested in the vocabulary learning.	➤ Many students were interested in the vocabulary learning.
Students' vocabulary leaning			
Words form	➤ Many students did not recognize the words in English. ➤ Many students did not recognize the words form.	➤ Some students recognized the words in English. ➤ Some students recognized the words form.	➤ Many students were recognized the words in English. ➤ Many students were recognized the words form.
Words meaning	Many students did not know the meaning of the words.	Some students were understood the meaning of the words.	Many students are able to guess and translate the words from context easily.
Words use	Many students could not write the sentences correctly.	Some students could write the sentences correctly.	Many students are able to use the words in the sentences easily.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions

The research is action research. The research was conducted in English class of SMP N 2 Kampunglaut Cilacap. It was started from March 10, 2011 up to April 9, 2011. The meeting was two times a week. The research involved the English teacher, the eighth grade students of SMP N 2 Kampunglaut, and other staff of the school as collaborator.

In reference to the data analysis in this research, the use of Cooperative learning is believed to be effective to improve students' vocabulary learning. To support this result, the researcher presented qualitative data in this research. In qualitative data, the researcher obtained the result as follow.

1. The English Teaching and Learning Process

Before the actions were conducted, the students were not motivated to participate in the teaching and learning process. The learning process was monotonous. The teacher only used the course book and did not maximize media. The students lacked vocabulary. During the implementation of the actions, Cooperative Learning can help the teacher in the vocabulary learning process to deliver the material. The discussion in the class can run well. The students are interested and enthusiastic in English teaching and learning. The English teaching and learning process in the vocabulary learning is more interesting and enjoyable than the previous condition.

2. The Students

The students become more interested and enthusiastic in the teaching and learning process especially in vocabulary learning. They are motivated to all of the activities in the class. They are actively involved in the discussion. Moreover, their vocabulary is increased. The students get better understanding of recognizing the form of the words, the meaning, and the use of the words.

The description above shows that there are some improvements as the results of the actions. Those improvements are related to the English teaching and learning process and the students. The improvements are summarized below.

1. The students get better motivation in learning English especially in vocabulary learning.
2. The students pay attention more to the explanation given.
3. The students are actively involved in discussion in the class.
4. The students get better understanding in recognizing the words.
5. The students are able to recognize the form of vocabulary especially kinds of the words.
6. The students are able to guess and to translate the meaning from the context easily.
7. The students are able to use the words in the sentences.

The students also make improvement in their vocabulary. It is indicated by their pretest score 34.0 and posttest score 64.0 which means it improved 30.0.

B. Implications

The research findings show that the implementation of Cooperative learning was successful to improve the students' vocabulary learning of grade VIII students of SMP N 2 Kampunglaut Cilacap. This can be seen both from the students' daily performance and their vocabulary learning achievement.

It implies that the English teacher can use Cooperative Learning activities as a variation of teaching techniques to improve the students' vocabulary learning in the teaching and learning process.

C. Suggestions

After conducting this research, the researcher offers several recommendations for English teachers and other researchers as presented below:

1. To the Students

The students should practice their vocabulary regularly. If they have some difficulties in knowing the vocabulary, they can work cooperatively with their classmates. They can also use other vocabulary techniques to get better understanding in comprehending the vocabulary.

2. For the English Teachers

In teaching and learning English, it will be better for the teacher to equip the students with sufficient vocabulary. The reseracher should give a chance for the students to use cooperative learning in the teaching and learning process.

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APPENDIXES A

FIELD NOTES

Field note 1, taken in Thursday 10 march, 2011

Peneliti tiba disekolah pukul 07.00 WIB, namun disekolahan belum ada siswa atau guru yang datang. Peneliti menunggu didepan ruang guru. Pukul 07.20 WIB salah satu guru tiba disekolahan. Dia kemudian bersalaman dan mempersilahkan peneliti duduk diruang guru sambil menunggu kepala sekolah dan guru-guru yang lain datang. Peneliti mencoba berbicara kepada guru yg sudah datang sebelumnya maksud dan tujuan kedatangan peneliti ke sekolahan tersebut. Dan guru tersebut menyarankan untuk menunggu sampai kepala sekolah datang.

Pukul 07.30 kepala sekolah SMP N 2 Kampung Laut datang beserta guru-guru yang lain. Kepala sekolah dan guru-guru yang lain merupakan guru yang didatangkan dari cilacap karena mereka semua menetap dikota cilacap. Kepala sekolah memasuki ruangnya. Begitu juga guru-guru yang lain yg berjalan dibelakang kepala sekolah memasuki ruang guru. Peneliti bersalaman satu persatu dengan semua guru yg datang saat itu. Selang beberapa saat, kepala sekolah memasuki ruang guru dan menyalami peneliti dan menanyakan kedatangan peneliti ke sekolahan tersebut.

Kepalas sekolah meminta peneliti untuk mendiskusikan maksud dan kedatangannya di ruang kepala sekolah. Kemudian peneliti menyampaikan maksud kedatanganya untuk melakukan penelitian tindakan kelas disekolahan tersebut. Kepala sekolah merasa senang ketika mendengar bahwa akan diadakan penelitian tindakan kelas supaya guru-guru yg lain juga mau belajar. Kemudian kepala sekolah mempersilahkan peneliti untuk melakukan penelian secepatnya. Setelah itu peneliti menuju ke ruang guru.

Setelah kepala sekolah mengetahui maksud dan tujuan peneliti, kepala sekolah langsung memasuki ruang guru guna merapatkan agenda tentang persiapan UAN untuk kelas 3 dan kedatangan peneliti kepada guru-guru yg lain. Dalam rapat itu kepala sekolah menunjuk Pak Rembun sebagai colabotor dalam penelitian yg akan dilaksanakan beberepa pertemuan itu. Dan jadual peneliatian juga disesuaikan dengan waktunya peneliti karena memang saat itu juga guru bahasa inggris tersebut disibukan dengan persiapan kelas 3 untuk UAN.

Field note 2, taken in Thursday 10 March, 2011

Peneliti berdiskusi dengan guru bahasa inggris yg ditunjuk oleh kepala sekolah yaitu Pak Rembun. Kepada peneliti Guru Bahasa inggris mengatakan kalau hari ini kebetulan ada pelajaran bahasa inggris. Peneliti meminta kepada guru tersebut untuk ikut serta dalam proses kegiatan belajar mengajar itu. Dalam hal ini peneliti mengobservasi guru selama proses belajar mengajar berlangsung. Guru tersebut mengizinkan peneliti untuk mengikuti proses belajar mengajar.

Guru bahasa inggris dan peneliti memasuki kelas setelah jam pelajaran ke 2 usai. Pelajaran dimulai pada jam ke 3. Guru bahasa inggris dan peneliti memasuki kelas VIII B. Meskipun GBI dan peneliti memasuki kelas, ada beberapa siswa yang masih diluar. Didalam kelas siswa terlihat ramai dan bertanya kepada GBI siapa peneliti yang tiba-tiba masuk ke kelas.

GBI meminta kepada ketua kelas untuk memimpin doa sebelum pelajaran dimulai. Setelah itu GBI memberi salam kepada anak-anak dan memberi tahu untuk sementara dalam beberapa minggu kegiatan belajar mengajar digantikan oleh peneliti guna melakukan penelitian. Siswa merasa senang karena ada sosok baru yang akan mengajar dikelas itu.

Setelah memperkenalkan diri peneliti kepada siswa, GBI melanjutkan pelajaran dengan materi narrative text. Sedangkan ketika GBI mengajarkan anak-anak tentang narrative text, peneliti duduk dibelakang dengan mengobservasi guru selama proses belajar mengajar berlangsung.

Siswa masih belum juga siap mengikuti pelajaran karena mereka belum mempersiapkan buku pelajaran dan kamus yang harus mereka pinjam ke perpustakaan. Kemudian GBI meminta ketua kelas beserta wakilnya untuk meminjam buku dan kamus bahasa inggris di perpustakaan. Sementara menunggu kedua siswa membawa buku dan kamus bahasa inggris, GBI menanyakan PR pertemuan minggu berikutnya. Siswa terlihat ramai ketika GBI menanyakan PR. Ada diantara siswa tersebut yg tidak memperhatikan saat GBI berbicara. Ada juga siswa yang berbicara dengan teman sebangkunya. Ada juga siswa yang berjalan keluar tanpa minta ijin untuk menemui temannya. GBI memperingatkan anak-anak supaya tidak ramai namun mereka masih saja ramai.

Kemudian ketua kelas datang membawa buku dan kamus bahasa inggris. Mereka membagikan buku dan kamus tersebut berdasarkan jumlah meja. Masing-masing meja mendapatkan satu buku dan satu kamus bahasa inggris. Tiap pasang siswa mendapatkan satu buku dan satu kamus bahasa inggris.

Kemudian GBI meminta siswa untuk membuka halaman yang berhubungan dengan materi narrative text. GBI menuliskan teks tersebut dipapan tulis dan meminta siswa untuk menyalin teks dibuku catatan masing-masing. siswa tidak antusias dalam menulis teks tersebut. Kemudian setelah guru selesai menulis, siswa diminta menterjemahkan teks tersebut kedalam bahasa indonesia.

GBI duduk dikursinya kemudian meminta siswa untuk mengerjakan terjemahan selama 10 menit. Siswa tidak tertarik untuk menterjemahkan teks kedalam bahasa indonesia. Mereka tidak suka membuka kamus. Beberapa siswa bermain kertas dengan teman yg duduk disebelahnya. Ada juga siswa yg tidur saat mengerjakan tugas yang diberikan GBI. Kelas menjadi ramai namun guru membiarkan keadaan itu. Waktu untuk mengerjakan terjemahan habis, GBI meminta siswa untuk menuliskan hasil terjemahan. Hanya ada tiga siswa yang mau maju menuliskan hasil terjemahannya. Siswa masih salah menulis kata namun GBI memebiarkan kesalahan itu. Setelah itu GBI menunjuk beberapa siswa untuk mebacakan teks tersebut. Siswa-siwa yg ditunjuk tidak begitu bagus dalam membacakan teks dalam pengucapannya. Namun GBI tidak berusaha membenarkan kesalahan siswa tersebut. GBI juga menanyakan arti dari bacaan tersebut, namun siswa tidak bisa menjawabnya. Kemuidan GBI memutuskan untuk membahas hasil terjemahan secara bersama-sama. Selama proses belajar mengajar, GBI tidak menyertakan metode atau teknik dalam pengajaran. Tidak adanya media juga yg digunakan oleh GBI. Selama porses belajar mengajar, GBI menggunakan bahasa indonesia. Kemudian bel berbunyi dan guru memberikan PR kepada siswa.

Field note 3, taken in Thursday 10 March, 2011

Setelah mengikuti kegiatan belajar mengajar dengan GBI, peneliti kemudian mendiskusikan hasil observasi dengan GBI diruang. Peneliti meminta materi yang sudah dan belum diajarkan oleh GBI. GBI menyarankan untuk mengajarkan materi narrative dan recount text. Peneliti juga menanyakan hasil belajar siswa selama satu semseter serta

menanyakan kendala-kendala yang dihadapi GBI selama mengajar bahasa inggris. Peneliti juga menyampaikan jadwal penelitiannya hanya bisa dilakukan hari jum'at dan sabtu dikarenakan waktu yg bisa digunakan untuk penelitian hari jum'at sabtu. Kemudian GBI memberikan jadwal kepada peneliti pada hari jum'at dan sabtu.

Field note 4, taken in Thursday 17 March, 2011

Peneliti datang ke sekolah pukul 07.00 WIB. Kemudian peneliti menuju ruang TU untuk menyalami guru yang sudah hadir. Peneliti dipersilahkan menuju ke ruang guru. Sambil menunggu guru GBI datang, peneliti mengecek kembali jumlah kertas soal yang akan diteskan pagi itu. Pukul 07.45 rombongan guru dan kepala sekolah tiba disekolah. Peneliti kemudian menyalami kepala sekolah dan guru-guru yang lain. Kepala sekolah menanyakan hari ini peneliti akan melakukan tindakan apa. Setelah itu, peneliti mengkonsultasikan kepada GBI tentang RPP, materi, dan soal tentang pemahaman vocabulary yang akan diteskan. Sambil menunggu jam pergantian jam pelajaran, peneliti berdiskusi dengan GBI. Jam pelajaran pun berganti. GBI dan peneliti langsung memasuki kelas pada sesi jam pelajaran yang ke 3. GBI memberitahukan kepada siswa bahwa mulai hari itu proses belajar mengajar akan digantikan oleh peneliti.

Kemudian peneliti memberi tahukan kepada siswa bahwa hari ini akan diadakan tes pemahaman vocabulary. Siswa langsung terkejut berteriak ke peneliti kalo mereka belum belajar. Kemudian peneliti meyakinkan siswa kalau soal-soal yang diteskan itu gampang. Kemudian peneliti membagikan soal-soal tes pemahaman vocabulary ke masing- masing anak. Waktu yang dibutuhkan untuk mengerjakan tes adalah 60 menit. Selama mengerjakan tes, terlihat diwajah siswa tampak kebingungan karena mereka belum pernah dites seperti itu sebelumnya. Selama tes, ada siswa yang mencoba untuk mencontek. Ada juga siswa yang sengaja memberikan jawabannya kepada temannya yang lain. Peneliti menegur siswa yang melaukan kecurangan itu. Tes pemahaman vocabulary pun selesai. Terlihat dari wajah siswa sulit mengerjakan soal pemahaman vocabulary tersebut. Siswa juga mengatakan kalau soalnya lumayan susah.

Field note 5, taken in Friday 18 March, 2011

Peneliti tiba disekolah pukul 07.00 WIB. Peneliti langsung menuju keruaang TU untuk meberika salam kepada guru yang sudah datang. Setelah bersalaman, peneliti langsung memasuki ruang guru. Hari itu adalah hari pertama dimana Cycle 1

dilaksanakan. Pelajaran bahasa inggris dimulai pada jam pertama dan jam ke dua. Pembelajaran dimulai pukul 08.00 WIB karena menunggu murid yang datang dari daerah desa sebelah. Bel berbunyi tepat jam 08.00 WIB. Setelah bel berbunyi peneliti dan GBI bersiap-siap menuju ke kelas VIII B untuk melaksanakan Cycle 1 meeting pertama.

Siswa masih berada diluar ketika peneliti dan GBI memasuki kelas. Kemudian siswa mengikuti memasuki kelas. Setelah itu peneliti memberikan salam dan meminta siswa untuk memimpin doa. Kemudian peneliti mengecek kehadiran siswa satu persatu dan semua siswa masuk semua. Peneliti juga melihat masih belum adanya buku pelajaran dan kamus yang tersedia dimeja masing-masing siswa. Kemudian peneliti meminta ketua kelas dan wakilnya untuk meminjam dan buku pelajaran dan kamus bahasa inggris. Peneliti meminta kepada semua siswa untuk pertemuan berikutnya siswa harus sudah mempersiapkan buku pelajaran dan kamus. Tak selang beberapa lama ketua kelas dan wakilnya datang sembari membawa buku dan kamus. Kemudian mereka membagikan buku dan kamus tersebut ketiap pasangan satu meja satu buku pelajaran dan kamus bahasa inggris. Kemudian peneliti meminta kepada seluruh siswa untuk membawa kamus bahasa inggris dipertemuan selanjutnya.

Setelah semua buku dan kamus sudah siap dimeja siswa, peneliti langsung bertanya kepada siswa tentang cerita yang berhubungan dengan teks narasi. Peneliti memberikan appersepsi terlebih dahulu dengan menyebutkan ciri-ciri cerita "Putri salju dan 7 kurcaci" sebelum memulai pelajaran inti. Peneliti menggunakan bahasa inggris dalam menyampaikan appersepsi sehingga siswa kebingungan kemudian peneliti mengganti bahasa inggris kedalam bahasa indonesia. Siswa merasa termotivasi karena mereka memberikan pendapat mereka tentang cerita atau dongeng yang mereka ketahui. Mereka saling beradu pendapat satu sama lain. Setelah itu peneliti memberikan teks dalam bentuk kertas kopian dan meminta siswa untuk membuka buku yang berhubungan dengan narrative text.

Peneliti kemudian memberikan penjelasan kepada siswa tentang narrative text dengan judul "Buggy Races" dan bagian-bagian dari teks itu sendiri. Peneliti juga menjelaskan tenses yang biasa digunakan dalam teks itu. Kemudian peneliti menanyakan apakah siswa sudah paham tentang narrative text. Kemudian siswa menjawab mereka paham tentang narrative text dan bagian-bagiannya namun dalam penyampaian materi peneliti begitu cepat penyampaiannya. Kemudian peneliti membacakan text tersebut dan

diikuti oleh siswa. Peneliti meminta siswa untuk mencari kata-kata yang dianggap sulit dimengerti oleh siswa.

Kemudian peneliti meminta siswa untuk bekerja didalam kelompok yang mana anggota-anggotanya dipilih oleh peneliti. Siswa dibagi berdasarkan kemampuan mereka berdasarkan tes awal sebelumnya. Siswa pada awalnya menolak bekerja kelompok karena tidak bisa memilih kelompoknya sendiri. Namun setelah penelliti memberikan penjelasan kepada siswa, mereka mengerti itu semua dan mereka mau bekerja dalam satu kelompok.

Peneliti membagi kelompok menjadi lima kelompok yang masing-masing kelompok terdiri dari 5-6 siswa. Siswa akan memainkan group words games. Peneliti menjelaskan apa itu group words. Peneliti memberikan kartu yang berisi kosakata kepada masing-masing kelompok. Siswa diminta oleh peneliti bekerja dalam satu team untuk mengelompokkan kosakata berdasarkan kelompok kata itu seperti mengelompokkan kata noun, adjective dan verb. Tiap siswa memiliki tugasnya masing-masing ada yang mencari kata-kata tersebut dikamus, mencari di kosakata yg diberikan, ada yang mencocokkan atau mengelompokkan. Mereka bekerja dan saling berbagi hasil dari apa yang mereka temukan.

Dalam kegiatan itu siswa saling membantu satu sama lain. Peneliti berjalan keliling memonitor tiap team apakah ada kendala dalam mengerjakan games tersebut. Ada beberapa siswa yang dalam group yang tidak ikut berpartisipasi dalam mengerjakan games itu. Sese kali siswa menanyakan kata-kata yang belum mereka pahami kepada peneliti. Mereka tampak bingung dalam membedakan kata-kata itu kedalam bagiannya. Siswa mendapati kesulitan ketika mereka mengelompokkan kata itu karena mereka baru pertama kali mengerjakan games tersebut.

Setelah siswa selesai mengelempokkan kosakata itu, siswa diminta untuk mengisi kolom-kolom word parts dipapan tulis. Kelompok yang sudah tahu jawabanya untuk maju kedepan mengisi kolom-kolom itu. Semua siswa ikut berpartisipasi dalam games. Mereka saling berebut satu sama lain. Tidak beberapa lama kemudian bel pergantian pelajaran berbunyi. Kemudian peneliti menyimpulkan materi yang sudah disampaikan. Kemudian peneliti menutup pertemuan kali itu dengan salam.

Field notes 6, taken in Saturday 19 March, 2011

Peneliti tiba disekolahan pukul 06.55 WIB. Seperti biasa peneliti langsung menuju ruang TU untuk memberi salam kepada guru yang sudah hadir. Setelah itu peneliti langsung memasuki ruang guru. Peneliti menunggu di ruang guru sambil membaca materi yang akan diajarkan. Hari itu meeting ke dua untuk Cycle 1. Pelajaran bahasa Inggris dimulai pada jam ke 3. Tepat pukul 07.30 rombongan guru dan kepala sekolah hadir. Peneliti bersalaman kepada kepala sekolah dan guru-guru yang lain. Selama menunggu pelajaran bahasa Inggris dimulai, peneliti membantu guru yang lain mengajarkan siswa upacara untuk hari Senin.

Bel pergantian jam ke 2 habis, tibalah peneliti dan GBI mempersiapkan diri untuk mengajar dikelas VIII B. Peneliti berjalan menuju kelas VIII B. Diluar siswa masih menunggu kedatangan peneliti ke kelas. Didepan kelas beberapa siswa bertanya tentang game yang akan dimainkan pada hari ini. Peneliti meminta siswa untuk memasuki kelas dengan tertib. Peneliti melihat sudah tersedianya buku pelajaran dan kamus guna mendukung proses belajar mengajar.

Peneliti memberikan salam kepada siswa dan menanyakan keadaan siswa kemudian menanyakan siapa yang tidak masuk hari itu. Ada 3 siswa yang tidak masuk hari itu. Kemudian peneliti menanyakan pemahaman siswa tentang teks narasi yang diajarkan sebelumnya. Mereka menjawab antusias sekali. Dengan cepat mereka menjawab pertanyaan yang ditanyakan oleh peneliti. Setelah itu peneliti memberikan materi tentang teks narasi namun dengan judul yang berbeda yaitu "the Beauty and the Beast". Peneliti mengarahkan kosakata yang biasa digunakan ketika ada cerita tentang cantik dan buruk rupa kepada siswa. Siswa menyebutkan kosakata tersebut dengan menggunakan bahasa Indonesia.

Kemudian, peneliti memberikan kertas kopian yang berisi teks dan vocabulary list. Kemudian peneliti meminta siswa untuk memperhatikan teks tersebut selama peneliti menjelaskan bagian-bagian narrative text beserta ciri-cirinya. Setelah itu peneliti membacakan teks tersebut diikuti oleh siswa. Siswa sangat senang mengikuti peneliti membaca teks narasi. Kemudian peneliti meminta membaca teks bacaan secara acak.

Setelah membacakan teks, peneliti meminta siswa untuk mengerjakan group word games dan mencocokkan kata dengan artinya. Peneliti menjelaskan tentang group

words dan mencocokkan kata dengan artinya karena masih adanya siswa yang bingung terhadap group word atau words families. Siswa dibagi menjadi 5 kelompok dimana masing masing kelompok terdiri dari 5-6 siswa. Guru membagi anggota group berdasarkan hasil dari games sebelumnya. Siswa dibagi dengan anggota yang berbeda. Peneliti meminta mereka untuk mengingat masing-masing anggotanya. Setelah itu peneliti meminta masing-masing kelompok untuk mencari tempat. Peneliti memberikan kartu group words untuk dijadikan games. Waktu yang diberikan peneliti untuk mengerjakan game adalah 40 menit. Siswa diminta untuk mengelompokkan words berdasarkan jenisnya seperti noun, adjective, verb, dan adverb.

Siswa bekerjasama dengan anggota yang lain mengerjakan group words yang diberikan oleh guru. Peneliti menayakan kesulitan yang dihadapi siswa ketika mengerjakan. Namun kali ini siswa tidak mendapati kesulitan seperti pertama kali mereka mengerjakan games itu. Mereka sangat menyukai kegiatan tersebut. Mereka sangat aktif satu sama lain. Mereka saling memberikan jawaban dan mencari parts of words dikamus.

Waktu untuk mengerjakan games sudah selesai. Kini saatnya masing-masing kelompok untuk memberikan jawaban yang sudah mereka dapat. Peneliti memberikan pertanyaan tentang words of noun yang diawali dengan huruf B dan dalanjut dengan words lainnya. Siswa saling berebutan satu sama lain dalam menempelkan kartu yang sudah disediakan oleh peneliti. Kemudian setelah semua words sudah ditempel, peneliti meminta siswa untuk meBaca words tersebut secara bersama-sama.

Bel berbunyi tanda pelajaran bahasa inggris sudah usai. Peneliti meminta siswa bersama-sama untuk menyimpulkan pelajaran yang sudah disampaikan. Peneliti memberitahuahan kepada siswa kalau pertemuan berikutnya akan diadakan tournament berdasarkan mamteri yag sudah diajarkan. Siswa langsung bersorak ramai. Peneliti juga memberitahuakn untuk mempersiapkan diri. Setelah itu peneliti menutup pelajaran dengan memberi salam kepada siswa.

Field notes 7, taken Friday 1 April 2011

Pada pagi ini peneliti melakukan tournament setelah cycle 1 selesai. Penelili dan GBI langsung memasuki kelas VIII B pada jam pelajaran pertama. Peneliti memberikan salam kepada siswa dan menanyakan kabar siswa. Peneliti memanggil nama mereka satu persatu. Semua siswa hadir pada hari itu.

Kemudian peneliti membagi siswa menjadi beberapa kelompok. Peneliti memberitahukan peraturan saat turnamen. Peneliti memberikan 30 soal pertanyaan yang akan diturnamenkan. Masing masing kelompok berhak menjawab soal sebanyak banyak asalkan kelompok yang lain tidak bisa menjawab. Siswa sangat antusias mendengarkan penjelasan peneliti.

Peneliti memulai turnamen dengan membacakan soal pertama. Siswa saling berebut satu sama lain untuk menjawab. Terjadi persaingan antara masing-masing kelompok. Mereka sambil tertawa satu sama lain ketika berebut soal.

Waktu yang digunakan dalam turnamen selama 60 menit pelajaran. Setelah turnamnet selesai, peneliti meberikan waktu mereka untuk istirahat sejenak dan memahami soal yang sudah diberikan.

Field notes 8, taken Saturday 2 April 2011

Pertemuan kali ini adalah pertemuan yang pertama dalam cycle ke 2. Seperti biasa pelajaran dimulai pada jam ketiga pada hari sabtu. Setelah bel berbunyi, peneliti dan GBI langsung memasuki ruang kelas VIII B. Siswa masih tampak belum siap karena ada sebagian dari mereka masing belum masuk kekelas Setelah itu peneliti membrikan salam kepada siswa yang sudah hadir dan menyanyakan ketidakhadiran siswa yang lain. Dan kemudian peneliti meminta 2 siswa untuk meminjam buku pelajaran bahasa inggris dan kamus bahasa inggris. Selang beberapa lama murid-murid memeasuki kelas.. Peneliti memprsilahkan mereka yang terlambat untuk mengikuti kegiatan belajar mengajar seperti biasa. Hari itu ada 3 siswa yang tidak masuk.

Setelah semua buku dan kamus yang dibawa dua siswa sudah dibagikan kepada siswa yang lain, peneliti menyiapkan siswa memasuki pelajaran dengan memberikan appersepi kepada mereka. Peneliti menanyakan pengalaman liburan mereka. Pada hari ini peneliti memberikan materi tentang recount text. Siswa mulai terbiasa dengan memberikan pendapat mereka sebelum memulai pelajaran. Peneliti memberi tahu kepada siswa maksud dan tujuan pelajaran hari ini yaitu mebahas tentang recount text.

Peneliti meminta siswa untuk membuka materi tetntang recount text pada buku halaman 115 yang berjudul "my personal experince". Peneliti membacakan text recount tersebut dan meminta siswa untuk memperhatikannya. Kemudian peneliti memberikan

penjelasan tentang ciri-ciri recount text dan bagian-bagiannya. Setelah itu peneliti meminta anak-anak untuk mencari kosakata yang tidak mereka ketahui dikamus.

Peneliti meminta siswa untuk berkelompok. Peneliti akan memberikan games yang berupa mix and match game yaitu siswa diminta mencocokkan kata dengan pasangannya. Kali ini peneliti akan memberikan beberapa kartu yang berisikan kata. Dalam games dan turnamen ini nanti siswa diminta untuk mencari persamaan kata dari kata tersebut didalam teks bacaan atau dari vocabulary list yang sudah disediakan.

Peneliti mengelompokkan siswa berdasarkan kemampuan mereka dengan berjumlah 3-4 anggota. Kemudian siswa yang sudah berkelompok mencari tempat untuk mengerjakan tugas yg diberikan oleh peneliti. Siswa bertanya kepada peneliti tentang kata yang belum mereka pahami. Kemudian peneliti menjelaskan sekali lagi tentang antonim mix match games kepada siswa yang lain.

Siswa mengerjakan dan saling membantu satu sama lain. Terlihat diwajah mereka tampaknya kebingungan terhadap antonim game. Peneliti memonitor tiap-tiap group. Setiap lima menit sekali peneliti mengingatkan siswa bahwa waktu untuk mengerjakan games nya semakin habis. Siswa lebih termotivasi lagi dalam mengerjakan gamesnya. Waktu pun habis untuk mengerjakan gamesnya. Kemudian peneliti meminta siswa untuk mempersiapkan jawaban masing-masing kelompok yang akan diturnamenkan. Peneliti membacakan soal dan kemudian group yang sudah tahu jawabannya untuk maju menempelkan kartunya dipapan. Siswa lebih antusias dalam mengerjakan turnamen. Peneliti mengecek jawaban dan ternyata masih ada beberapa yang salah. Kemudian peneliti meminta siswa untuk maju lagi memberikan jawaban yang benar. Bel pelajaran telah berbunyi. Kemudian peneliti dan siswa menyimpulkan pelajaran saat itu. Setelah itu peneliti menutup pelajaran dengan memberi salam.

Field notes 9, taken Friday 8 April 2011

Pertemuan yang kedua dalam cycle 2 dan merupakan pertemuan terakhir. Peneliti memasuki kelas VIII B sendirian tanpa didampingi GBI karena GBI sedang memberikan pengayaan kepada siswa kelas IX. Terlihat siswa didalam kelas sangat ramai. Peneliti langsung memberikan salam kepada mereka dan menanyakan keadaan siswa. Hari itu siswa masuk semua. Kemudian peneliti menanyakan kesiapan siswa dalam pelajaran hari ini. Semua siswa sudah siap.

Peneliti langsung mereview pelajaran sebelumnya tentang recount text dan menanyakan pemahaman siswa tentang recount text itu sendiri. Siswa menyebutkan apa itu recount text dan ciri-cirinya.

Setelah itu, peneliti meminta siswa untuk membuka pelajaran yang berhubungan dengan recount text. Hari itu peneliti mengajarkan materi tentang recount text dengan judul "my football experience". Peneliti meminta siswa untuk memperhatikan text recount kemudian membacakan text tersebut. Setelah itu peneliti menunjuk siswa untuk membacakan text tersebut. Siswa dengan seksama menyimak teman yang lain yang sedang membaca.

Peneliti meminta siswa untuk mencari kata-kata yang dianggap sulit oleh mereka. Kemudian peneliti mengelompokkan siswa kedalam beberapa kelompok dan satu team terdiri dari 4 siswa. Dan kemudian mereka akan memainkan antonim mix and match game dan tournament. Peneliti juga memberikan penjelasan tentang antonim mix and match game dan tournament yang akan dimainkan. Pada saat tournament peneliti memberikan reward kepada kelompok yang memiliki skor tertinggi berupa nilai tambahan.

Waktu yang digunakan siswa untuk mengerjakan games sekitar 20 menit. Masing-masing siswa dalam kelompok memiliki perannya masing-masing. Siswa mulai mengerjakan dengan mencari antonim dari kata-kata yang sudah disediakan oleh peneliti.

Siswa mulai membuka kamus dan mencari kata-kata antonim itu didalam text. Siswa saling berebut dalam mencari kata-kata itu.

Peneliti mempersiapkan papan styrofoam untuk menempelkan kartu-kartu hasil siswa dipapan tulis. Peneliti juga memberitahukan akan ada reward setelah penelitian selesai yaitu setelah pretest minggu yang akan datang. Reward itu ditujukan kepada team yang memiliki skor terbanyak.

20 menit telah berlalu, kemudian peneliti meminta siswa untuk mendengarkan pertanyaan. Peneliti meminta perwakilan dari masing-masing kelompok untuk maju memberikan hasil dari diskusi mereka. Siswa berebut untuk supaya menjadi perwakilan dari team mereka. Kemudian peneliti memberikan pertanyaan kepada mereka dan siapa yang

tahu jawabanya maka diberi kesempatan untuk menjawab duluan. Dari belakang siswa yang lain berbisik-bisik memberikan jawaban. Namun peneliti mengatakan skor dikurangi kalo ada salah satu teman teamnya memberikan jawaban. Siswa sangat antusias mengikuti turnamen itu. Mereka saling tertawa satu sama lain.

Bel pelajaran pun berbunyi menandakan pelajaran sudah usai. Kemudian peneliti memberikan kesimpulan dan memberitahukan kalau minggu berikutnya akan diadakan turnamen. Peneliti memberi salam sebagai penutup pelajaran.

Field notes 10, taken Saturday 9 April, 2011

Pelajaran bahasa inggris dimulai pada jam ke tiga. Selama menunggu pergantian jam peneliti berdiskusi dengan GBI. Peneliti mendiskusikan kalau minggu berikutnya peneliti melakukan posttest untuk mengetahui kemampuan siswa. Bel pergantian pelajaran yang ke 3 berbunyi. Peneliti memasuki kelas VIII B dengan didampingi GBI. Tampak siswa ramai didalam kelas. Peneliti kemudian memberi salam kepada siswa dan menanyakan keadaan mereka. Siswa saat itu masuk semua.

Peneliti memberitahukan kalau pada pertemuan kali ini diadakan turnamen. Dimana masing-masing kelompok terdiri 5 anggota. Siswa berkumpul berdasarkan anggota mereka yang sudah dibagi oleh peneliti. Kemudian masing-masing kelompok mencari tempat untuk kelompok mereka.

Pada turnamen kali ini, peneliti memberikan soal 30 yang mana berdasarkan materi yang sudah diajarkan cycle 2 yaitu tentang recount text. Peneliti memberikan peraturan yang sama seperti turnamen sebelumnya. Siswa sudah paham akan peraturan itu. Kemudian semua siswa siap-siap mendengarkan dan menjawab pertanyaan yang diberikan oleh peneliti. Siswa termotivasi dalam menjawab pertanyaan. Mereka saling berebut soal satu sama lain. Masing-masing kelompok menginginkan score yang tertinggi. Ada juga beberapa kelompok yang relmabat dalam menjawab. Sehingga score yang mereka dapat menjadi score yang terendah.

Kemudian peneliti memberikan kesimpulan tentang turnamen hari itu. Peneliti memberitahukan kepada siswa untuk pertemuan berikutnya akan diadakan tes akhir vocabulary. Siswa diminta untuk belajar semua materi yang sudah diajarkan selama peneliti melakukan penelitian. Kemudian peneliti memberikan salam sebagai penutupan pelajaran.

Field notes 11, taken Friday 15 April, 2011

Pada pertemuan kali ini peneliti melakukan post test sebagai akhir dari penelitian. Hari itu GBI tidak hadir sehingga peneliti masuk kekelas VIII B sendirian. Pada hari itu juga peneliti memberikan reward kepada siswa sebagai ucapan terimakasih selama mengikuti penelitian.

Peneliti memasuki kelas setelah bel berbunyi. Siswa sudah siap dengan test vocabulary kali ini. Saatny peneliti masuk didalam kelas, tampak sebagian siswa yang belajar untuk menghadapi post test. Peneliti memberikan salam kepada siswa. Peneliti bertanya kepada mereka tentang keadaan mereka dan ketidak hadiran siswa. Ada 1 siswa yang tidak hadir hari itu itu.

Peneliti meminta siswa untuk mengumpulkan semua materi fotocopian diatas meja mereka. Setelah itu peneliti mebreikan kertas vocabulary test yang berjumlah 20 soal. Penelili memberikan waktu 45 menit untuk mengerjakan soal-oal tersebut. Siswa serius sekali mengerjakan soal-soal tersebut. Ada siswa yang berusaha menyontek namun ketahuan oleh peneliti. Kemudian peneliti menegur dan meberikan peringatan bagi yang neyontek nilainya akan dikurangi. Siswa lebih fokus lagi mengrejakan. 20 menit sudah berlalu namun, peneliti menanyakan apakah soal sudah selesai dikerjakan. Tampak terlihat wajah kebingungan pada beberapa siswa. Ada diantara mereka yang garuk garuk kepala saat mengerjakan. Ada juga yang sudah selesai mengerjakan.

Siswa yang sudah selesai mengerjakan langsung mengumpulkan hasil kerja mereka dan keluar ruangan. Namun masih ada separuh siswa yang belum juga selesai mengerjakan soal-soal tersebut. Kemudian penelili mengumpumkan waktu yang tersisa. Siswa lebih giat lagi mengerjakan soal tersebut, dan semua siswa sudah selesai mengerjakan soal test vocabulary.

Peneliti meminta siswa untuk berkumpul sejenak dikelas guana memberikan reward selama siswa bekerjasama dalam penelitian. Masing-masing kelompok mendapatkan rewardnya. Kemuduiian bel pergantian pelajaran berbunyi. Peneliti megucapkan terimakasih kepada siswa telah bekerja sama dengan baik selama penelitian. Kemudian peneliti meberikan salam sebagai penutup penelitian.

APPENDIXES B

INTERVIEW TRANSCRIPT

1. Interview transcript taken Friday 18 March, 2011

Time: in break time

Location: classroom VIII B

R: Hallo dek, udh istirahat belum? Boleh minta waktunya sebentar buat wawancara?

S: iya miss udah istirahat tadi, malu miss diwawancarai hehehehe...

R: malu kenapa? Iya boleh tau namanya siapa?

S: iya miss malu aja... Namanya Ritma miss..

R: ohh Ritma,, hhhmmm gini menurut Ritma tadi pengajarannya gimana?

S: Ohh itu ya miss... Iya miss asyik ko meskipun tadi banyak temen-temen yang lain rame sendiri miss..

R: rame yang seperti apa maksudnya?

S: ya itu bu temen-temen ada yg pada ngobrol terutama yang cwo-cwo itu yg duduk dibelakang.

R: owh begitu ya.. tapi tadi materinya bagaimana?

S: tadi pas menjelaskan materinya mudah dipahami cuma cepet banget miss ngejelasinnya...

R: bearati besok cara bu guru nmenjelaskan harus pelan-pelan dan menggunakan bahasa inggris dan Indonesia ya?

S: iya bu biar lebih paham lagi pake bahasa Indonesia, soalnya selama ini kan diajarinnya pakai bahasa Indonesia.. tapi tadi menarik ko miss pas diajarin sam miss fajar..

R: mang menariknya gimana ya?

S: iya miss menarik ga kaya biasanya...

R: lho ko ga kaya biasanya? Mank gimana?

S: Iya miss kalo biasanya kan ga ada kerja dalam kelompok gitu miss kalo lagi ngerjain soal-soal.. Kalo sama miss kan ada kerja kelompoknya jadi lebih mudah memahami dan bisa saling bantu satu sama lain miss...

R: ohh bearti kalau biasanya ngerjain latihan dikerjain secara individu ya?

S: iya miss, biasanya dikerjain sendiri-sendiri... Kalo dikerjain kelompok juga biasanya sama teman sebangku..

R: bearti Ritma lebih suka berkelompok ya?

S: iya miss lebih suka berkelompok miss...

R: oke.. Terimakasih ya Ritma.

S: iya miss sama-sama....

2. Interview transcript taken Friday 18 March, 2011

Time: Break time

Location: Classroom VIII B

R: hai kalian sedang apa? Sudah istirahat belum?

S: iya miss ini lagi bercanda... Iya miss sudah..

R: ohh lagi bercanda ya... Hhhmmm boleh minta waktunya sebentar buat wawancara?

S: gak mau miss malu... Hehehehe... Tu sama intan aja miss...

R: ohh malu kenapa? Mana yang namanya intan?

S: saya miss...

R: oh iya intan boleh minta waktunya sebentar buat wawancara ya?

S: Iya miss boleh..

R: hhhmmm menurut intan tadi pembelajarannya gimana?

S: kalo menurut saya asyik dan menarik miss solanya ada gamesnya kaya itu... Jadi tambah motivasi belajar kalo ada gamesnya...

R: ohh menarik ya? Mank menariknya gimana? Motivasinya juga bertambah ya?

S: iya miss menarik soalnya kita kan kerja nya berkelompok gitu miss terus setelah itu kita main games yag berebut sama kelompok lain jadi saya lebih termotivasi. Terus lebih mudah juga memahami nya dari pada kalo kita ngerjain sendiri.. Iya miss motivasinya bertambah gak kaya kelas biasanya....

R: lho ko tidak seperti kelas biasanya?

S: Iya miss kalo biasanya kalo udh dijelaskan yaudah suruh ngerjain sendiri-sendiri jadi motivasinya gak ada... Kadang malah temen-temen rame sendiri.... Terus miss juga kalo udah selesai njelasin langsung muter nanyain kesulitan kami jadi kami merasa termotivasi..

R: terus menurut intan, apa teman-teman yang lain juga sekarang rame juga?

S: kalo sekarang ramanya karena mereka ngerjain games miss... Biasanya mereka kalo dikelas ada yang tidur... Ada yang ngobrol sendiri.. Tapi sekarang temen-temen lebih aktif... Apalagi pas berebut nempelin kartunya miss... Pokoknya seru deh..

R: jadi menurut intan kalo ada games lebih termotivasi ya? Terus temen-temen juga lebih aktif gitu?

S: iya miss lebih suka pake games..

R: kalo menurut intan sendiri gimana tadi dengan group words gamesnya?

S: kalo menurut saya sie susah miss soalnya belum pernah juga diajarin yang kaya itu... Biasanya kami diajarinnya cuma membahas soal-soal gitu miss.. Itu aja kami gak bisa ngerjain... Tapi tadi meskipun sulit bisa ngerjain miss soalnya kan bareng-bareng ngerjainnya jadi gampang...

R: bebrati intan sudah paham ya tentang group words gamesnya?

S: masih sedikit bingung miss soalnya ini kan baru yang pertama kali...

R: oohh iya ini baru yang pertama kali ya... Lah tadi temen-temen gimana?

S: sama miss ini juga yang pertama kali buat temen-temen yang lain... Mereka juga bingung miss,,, tapi setelah tadi dijelaskan lagi apa itu group words gamesnya, sekarang sudah mulai paham.

R: oohh begitu ya intan... Makasih ya intan...

S: iya miss sama-sama...

3. Interview transcript taken Friday 18 March, 2011

Time: break time

Location: Classroom VIII B

R: boleh minta waktunya sebentar gak?

S: iya bu boleh..

R: hhhmm... Namanya siapa?

S: Ketut bu...

R: iya Ketut... Hhmmm menurut ketut tadi pembelajarannya gimana?

S: menurut saya menarik bu...

R: menariknya gimana ya?

S: iya bu menarik soanya ada gamenya dan kerjanya berkelompok bu...

R: oohh begitu ya... Kalo menurut ketut sendiri gimana tadi sama kerja dalam team atau kelompok gitu?

S: kalo menurut saya sie enak bu solanya kita kan jadi kerja sama satu sama yang lainnya... Terus kita juga lebih memahami pelajaran dengan mudah..

R: ohhh begitu,,, terus tadio teme-temen yang lain gimana?

S: tadi temen-temen ada yang main sendiri bu gak mau ngerjain... Tadi yang ngerjain cuma 3 orang bu dalam satu group... Yang lainnya cuma ikutan aja...

R: ohh jadi mereka ada yang gak mau ngerjain ya? Harusnya mereka kan juga ngerjain juga biar sama-sama. menurut kamu kenapa mereka tidak mau ikutan mengerjakan?

S: jumlah anggotanya kebanyakan bu jadi yang lain gak mau ngerjain... Kamusnya kan cuma berapa bu...

R: ohh begitu ya.. Tapi tadi kalian buka kamus juga kan pas ngerjainnya group words gamesnya?

S: iya bu tadi kami membuka kamus pas ngerjain group words gamesnya... Biasanya kami gak pernah buka kamus bu...

R: kenapa tidak mau membuka kamus?

S: biasanya kan langsung diterjemahin sama gurunya...

R: ohh begitu ya... Berarti ketut suka ya kalau sudah ada terjemahanya?

S: iya bu tapi yang ini juga lebih suka soalnya jadi tau jenis-jenis kata itu ada apa aja... Jadi tau sekarang setelah buka kamus..

R: oohh begitu... Susah gak tadi waktu cari jenis-jenis katanya dikamus?

S: lumayan susah bu soalnya kan belum pernah ngerjain yang kaya ini...

R: kalo sekarang gimana?

S: sekarang sudah mulai paham bu... Selain itu juga tadi kerjanya bareng-bareng jadi ya bisa berbagi satu sama lain..

R: ohh begitu... Berarti ketut lebih suka ngerjain dengan adanya kelas group dan games ya?

S: iya bu lebih suka..

R: okee... Makasih ya ketut...

S: sama-sama bu..

4. Interview transcript taken Saturday 19 March, 2011

Time: break time

Location; classroom VIII B

R: hai... Namanya siapa ya? Boleh minta waktunya sebentar?

S: iya bu boleh.... Nama saya nela bu..

R: oh ini yang namanya nela ya saya kira ini yang namanya ranti... Hehehe... Maaf ya...

S: iya bu gak apa-apa...

R: hmmm menurut nela gimana pembelajaran yang disampaikan oleh bu guru dari pertemuan sebelumnya sama yang tadi itu?

S: iya bu keduanya sama-sama menarik bu.. Saya juga lebih paham saat bu guru nerangi materinya... Ya cuma itu bu kalo neranginnya jangan cepat cepat ya bu biar lebih paham lagi...

R: oohh begitu ya.. Terus kalo gamesnya gimana apa ada kesulitan?

S: iya bu pas awalnya sulit banget buat mengenali jenis kata bu.. Soalnya kan gak pernah diajarin yang kaya itu... Tapi pas hari ini diajarin lagi group words games jadi semakin paham... Apalagi tadi juga dibantu sama ibu pas awal pelajaran jadi lebih mudah...

R: apa dengan adanya games seperti ini nela bisa memahami pelajaran? Apa vocabulary nela jadi bertambah?

S: iya bu saya lebih paham kalo ada gamsenya dari pada gak pake games.. Kalo pake games itu kan enak..selain itu juga motivasi belajarnya juga naik... vocabularynya juga bertambah... Sekrang jadi tau jenis kata dalam bahasa inggris itu ada apa aja... tapi games yang satunya itu lumayan susah bu yang mencari artinya.. Hehehehe...

R: memangnya susahnya kenapa yang words meaning games itu ya?...

S: iya itu bu susahnya karena artinya itu panjang terus pake bahasa inggris semua jadi harus mengartikan satu persatu

5. Interview transcript taken Saturday 19 March, 2011

Time: Break time

Location: classroom VIII B

R: hai kamu yang namanya Ena bukan ya?

S: iya bu saya Ena...

R: boleh minta waktunya sebentar?

S: iya bu boleh...

R: menurut Ena gimana sama pembelajaran yang disampaikan oleh bu fajar?

S: iya bu saya suka cara ibu menyampaikan pelajaran soalnya pake games bu... Soalnya pelajaran sebelum sama bu fajar gak pernah ada gamesnya...

R: oh begitu ya...

S: iya bu... Lebih termotivasi juga... Terus paham juga sama pelajarannya... Selain itu juga bisa belajar bareng-bareng sama teman yang lain bu...

R: berarti Ena lebih suka belajar dengan adanya team atau group dan ada gamesnya gitu ya?

S: iya bu lebih suka kerja dikelompok sama ada gamesnya...

R: okee Ena makasih ya... Ternyata waktu istirahtnya sudah habis...

S: iya bu sama-sama... Hehehehe...

6. Interview transcript taken Friday 1 April 2011

Time: break time

Location: classroom VIII B

R: kalian lagi pada apa itu? tidak istirahat apa?

S: sudah makan bu ini lagi kumpul nyanyi-nyanyi saja bu dikelas..

R: inii siapa saja namanya?

S: Saya dandi, agus, aji, mushap, dan saya eko.

R: oh begitu ya... Hhmmm boleh ganggu sebebentar gak ya?

SS: iya bu boleh...

R: menurut kalian tadi gimana turnamenya?

Dandi: iya bu tadi seru turnamennya....

Aji: iya bu tadi seru.. Kami berebut dengan anggota lain...

R: tadi bagaimana soal-soalnya mudah bukan?

Mushap: lumayan susah bu... Soalnya kemarin kan saya gak masuk bu...

Agus: iya bu sama susah bu...

R: agus kenapa malu ya?

Dandi: iya bu agus itu anaknya pemalu bu... Diem juga dia bu kalau dikelas.. Hehehehe...

R: ohh begitu ya... Tapi tadi pas turnamen ada kesulitan gak?

Dandi: gak ada bu soalnya tadi kan bareng-bareng jawabnya..

R: kalau aji gimana?

Aji: gak ada bu tadi bisa jawabnya bareng-bareng... tadi kan udah dijawab sama ketua teamnya bu..

R: owh berarti gak ada masalah ya... Yasudah kalo begitu... Terimakasih ya untuk waktunya...

S: iya bu sama-sama..

7. Interview transcript, taken Saturday 2 April 2011

Time:break time

Location:classroom VIII

R:Maaf nie ibu ganngu sebentar... Ini ratna bukan ya?

S: iya bu ratna... Iya bu gak apa-apa..

R: boleh minta waktunya sebentar buat wawancara?

S: oh iya bu boleh... Hehehe... Tapi saya malu bu...

R: iya gak apa-apa hanya sebentar saja ko... Menurut ratna gimana pembelajaran yang sudah ibu guru sampaikan selama ini?

S: Iya bu selama ibu ngajar disini enak bu... ngajarnya mudah dipahami saat ibu jelasin juga. Terus ada games dan turnamenya gitu bu jadi seru... Lebih termotivasi j uga bu..gak membosankan juga bu...

R: hhhmmm begitu ya... selama ini apakah dengan adanya games juga membantu ratana dalam memahami materi?

S: iya bu jadi mudah memahami materi... Kan udh tau kosakatanya apa aja jadi kan mudah memahami materi dari pada biasanya..

R: ohh... Terus selama ini ada kesulitan gak pas ngerjain games?

S: gak ada bu... Soalnya kan kerjanya kelompok gitu jadi bisa tanya sama temen satu kelompoknya bu,,, jadi berbagi gitu...

R: jadi ratna suka ya kalo belajar nya pake group atau team gitu? Terus kalo t urnamennya gimana?

S: iya bu suka bu pake group sama games bu,,, kalo turnamennya asyik juga bu tapi ya itu karena rebutan jadi gak jawab... Hehehehe...

R: tapi kemarin jawab kan pas tournament?

S: iya bu jawab tapi udh dijawab...

R: owalah begitu ya...

S: iya bu... Bsk turnamennya jangan model rebutan ya bu... Diksh waktu gitu buat masing-masing kelompok buat jawab... Hehehe

R: iya ratna makasih ya buat sarannya..

S: iya bu sama-sama..

8. Interview transcript, taken Saturday 2 April 2011

Time: break time

Location: classroom VIII B

R: hai ini betty bukan ya?

S: iya miss...

R: boleh tanya gak ya betty?

S: iya bu boleh...

R: menurut betty pembelajaran yang disampaikan oleh bu fajar gimana?

S: Iya bu enak bu lebih aktif dan termotivasi bu saya dalam belajar....

R: termotivasinya seperti apa ya?

S: iya bu kan dari kemarin kita belajarnya pake games sama turnamen gitu terus kita juga ngerjainya dalam satu group bu ya jadi nambah motivasi... Selain itu juga mudah memahami kosakata bu...
jadi

R: menurut betty gamesnya gimana?

S: iya bu kalo ada gamesnya jadi cepet mudah memahami pelajaran... Sekarang jadi tau kalau ada jenis-jenis kata dalam pelajaran bahasa inggris... Terus jadi tau arti katanya dengan games yang kemarin itu bu yang persamaan kata...

R: ohh begitu ya berarti memudahkan Betty belajar kalau pake games?

S: iya bu lebih mudah... Terus kalau ada kesulitan juga bisa diatasi bersama bu dalam mengerjakan berkelompok...

R: apa setelah diberi games dan kerja group gitu memudahkan betty mengikuti pelajaran khususnya bisa memahami pelajarannya? Kalo seandainya da teks bacaan atau perintah dalam bahasa inggris jadi tau gitu?

S: iya bu lebih mudah pake games dan kerja dalam group bu.... Sekarang kalo ada teks bacaan atau ada perintah jadi sedikit lebih paham... Soalnya kosakatanya bertambah bu...

R: selama betty kerja dalam satu group apa yang betty rasakan dengan temannya?

S: kalo temannya mau bekerja sama sist... Enak aja bisa ngobrol n berbagi ilmu sama teman yang lain... Soalnya biasanya kan cuma sama teman sebangku... Terus lebih jelas juga kalo kita belajar bareng-bareng dalam satu group itu... Biasanya temen-temen pada males bu kalo ngerjain tugas n pelajaran bahasa inggris tapi pas sama ibu anak-anak pada aktif bu..

R: oohhh begitu ya mereka lebih aktif... Berarti Betty lebih suka pembelajaran dengan metode Team-games tournamnet ya?

S: iya bu lebih asyik...

R: okee thank you betty...

S: you're welcome bu... Heheheh... Jadi malu...

9. Interview transcript taken Friday 8 April 2011

Time: Break time

Location: classroom VIII B

R: dina ya?

S: iya bu saya dina...

R: boleh minta wawancara sebentar?

S: iya bu boleh...

R: menurut dina bagaimana dengan pembelajaran yang ibu berikan selama ini?

S: iya bu saya suka..

R: sukanya gimana ya?

S: iya bu suka saolnya belajarnya pake games dan ada kelompok kerja gitu bu...

R: apa dengan adanya games dan kerja group dina bisa memahami pelajaran bahasa inggris?

S: iya bu lebih bisa memahami pelajaran bahasa inggris...

R: bagian mana yang dina suka dari pembelajaran yang ibu berikan?

S: itu bu saat berdiskusi dengan teman yang lain... Terus saat ngrejain games sama pas turament...

R: oke dina makasih ya...

S: iya bu sama-sama...

10. Interview transcript taken Friday 8 April 2011

Time: break time

Location: classroom VIII B

R: Halo, Fiko

S: Hehe...iya Missnya masih inget aja.

R: Kan kamu unforgettable. Saya mau minta waktunya sebentar untuk wawancara boleh ya?

S: Iya silahkan.

R: Kamu seneng nggak dengan cara belajar Bahasa Inggris yang sekarang?

S: Iya seneng.

R: Senengnya knapa?

S: Ya seneng karena hmmm apa ya? Ya karena seru gitu bu.

R: Biasanya kalo Fiko dikasih teks bacaan atau perintah gitu, mudeng nggak si?

S: hehe..enggak.

R: Trus kalo berkelompok seperti kemarin gitu, ada peningkatan nggak? Jadi lebih mudeng nggak?

S: Iya si bu. Kan katanya harus saling berdiskusi, jadinya ya nanya ke yang mudeng saja bu.

R: Setelah itu jadi paham?

S: Ya lumayan.

R: Memang biasanya apa si kesulitan kamu dalam memahami teks?

S: Hmm, ya nggak mudeng. Nggak tau artinya soalnya.

R: Terus apa manfaat dari penerapan CL yang kamu rasakan?

S: Kan kalau misalkan ini, apa namanya? Kalau ngerjain buat kelompok gitu to jd lebih semangat daripada kalau sendirian. Kan kalau dibikin permainan kaya kemarin itu kan jadi seru juga. Terus... Sekarng vocabulary atau kosakatanya jadi bertambah.. hmmm. Pokoknya gitu.

R: Oke deh. Tapi kamu merasa terbantu nggak to dengan metode CL?

S: Iya bu

R: Oke, thank you Fiko.

S: Iya. Eh, jawabnya gimana bu?

R: You're welcome.

S: You're welcome.

11. Interview transcript taken Friday 8 April 2011

Time: break time

Location: classroom VIII B

R: Hi, namanya siapa?

S: Namanya Dewi bu.

R: ooh Dewi, kita wawancara sebentar ya?

S: iya

R: Gini wi, Menurut Dewi, apa si kesulitan Dewi dalam belajar bahasa Inggris?

S: Ya banyak.

R: Contohnya?

S: Yak karena Bahasa Inggris itu sulit.

R: Apa salah satunya, misalkan, Dewi disuruh baca teks bacaan terus disuruh menjawab pertanyaan, tapi Dewi sendiri ga mudeng karena ga ngerti artinya. Apa seperti itu?

S: Nah, betul bu. Kurang lebihnya kaya gitu.

R: Oke, nah, kalo say menerapkan cara belajar seperti berkelompok dan aktivitas-aktivitas seperti kemarin itu cukup membantu Dewi dalam belajar nggak si?

S: Sangat membantu.

R: Sangat membantunya gimana?

S: Gimana ya? Jadi lebih mudah belajarnya.

R: Karena bisa saling membantu antar teman ya?

S: Iya.

R: Kemarin semangat nggak main Cooperative Learning game-nya?

S: Iya, semangat.

R: Berarti bisa meningkatkan semangat belajar kamu ya?

S: Iya.

R: Oke Dewi, thank you.

S: Sama-sama bu.

12. Interview transcript taken Saturday 8 April, 2011

Time: break time

Location: classroom VIII B

R: Hai indra lagi apa?

S: ini bu lagi duduk aja...

R: oh... Boleh minta waktunya sebentar ya?

S: iya bu boleh...

R: menurut indra gimana pembelajaran yang disampaikan oleh bu fajar?

S: iye bu mudah dimengerti bu apalagi ada gamesnya bu jadi tambah termotivasi..

R: oh begitu ya... Terus apa dengan adanya games juga bisa membantu indra dalam memahami pelajaran?

S: iya bu lebih mudah memahami pelajaran... Apalagi adanya games vocabulary jadi tambah vocabularinya... Biasanya kan cuma ditulis aja dibuku tapi kalo pake games jadi mudah menghafal....jadi tau sekarang bu...jadi mudah memahami pelajarannya juga... Sekarang jadi suka ngomong pake bahasa inggris...

R: oh really?

S: Yes mam really... Hehehehe

R: Oke thank you indra...

S: yes mam you're welcome.. Hehehe..

Interview transcript with the english teacher

1. Interview transcript , taken Friday 18 March, 2011

Time: break time

Location: teacher's room

R: maaf pak boleh minta waktunya sebentar untuk wawancara bisa tidak?

T: iya mbak boleh.. Wawancara apa mbak fajar?

R: iya pak mau wawancara pengajaran yang tadi sudah saya sampaikan kepada siswa kelas VIII B tadi?

T: iya mbak kalau menurut saya tadi bagus mbak cara menyampaikan materinya juga pakai appersepsi dulu jadi anak langsung bisa nyambung ke materi yang akan diajarkan.. Selain itu juga tadi anak-anak lebih aktif memberikan respon.. Biasanya mereka itu diam..

R: kalau untuk games dan kerja dalam groupnya menurut bapak bagaimana?

T: iya mbak anak-anak lebih termotivasi, sesama siswa juga mau membantu satu sama lain.. Apalagi tadi pembentukan kelompoknya dibuat merata.. Tadi juga terlihat anak-anak mau berdiskusi .. Ada yang mau buka kamus.. Tadi waktu anak-anak memainkan games juga terlihat tampak senang mbak saling berebutan buat nempeli kartunya didinding.. tapi itu mbak mungkin jumlah kelompoknya terlalu besar apa ya jadi terlihat terlalu ramai..

R: kalau bapak sendiri pernah tidak meminta anak-anak untuk kerja dalam kelompok?

T: kalau saya biasanya meminta anak-anak bekerja secara pasangan dengan teman sebangku mbak tidak pernah kepikiran untuk membuat anak-anak bekerja dalam kelompok.

R: oh begitu ya pak. Kira-kira menurut bapak apa yang harus saya perbaiki dari teknik pembelajaran saya tadi?

T: kalo teknik pembelajarannya sie bagus mbak cuma anu itu mbak jumlah anggota kelompoknya terlalu banyak apa ya jadi siswa ada yang main sendiri... Tadi terlihat masih belum teroganisir saat siswa melakukan gamesnya... Terus sama alokasi waktunya biar lebih efektif lagi...

R: baik pak untuk pertemuan berikutnya akan saya perbaiki lagi.. Terimakasih ya pak atas masukannya..

T: iya mbak sama-sama saya juga jadi tahu sekarang..

2. Interview transcript , taken Friday 18 March, 2011

Time: Break time

Location: teacher's room

R: Maaf bapak saya meminta waktunya lagi untuk wawancara boleh?

T: iya mbak sini tidak apa-apa.... Ini kebetulan juga lagi santai... Gimana mbak fajar? Mau wawancara apa?

R: ini pak mau tanya pendapat bapak dengan pengajaran yang tadi?

T: oohhh iya mbak yang tadi lebih lumayan bagus dari yg kemarin itu ya mbak... Gamesnya lebih terorganisir... Terus groupnya juga sudah lebih efektif... Tadi anak-anak jauh lebih kondusif dalam mengerjakan group worknya...

R: kalo menurut bapak gamesnya sendiri itu gimana pak untuk anak-anak?

T: kalau menurut saya sepertinya anak-anak pada awalnya kebingungan ya mbak soalnya memang mereka belum pernah ada games tapi tadi anak-anak mulai terbiasa dan menyukai gamesnya... Kalau pas awal kemarin mereka bingung tapi tadi pas yang ke 2 itu mereka sudah memahami apa words group gitu ya mbak..

R: ooh begitu ya pak.. Apakah ada masukan lain lagi pak biar pengajaran yg saya ajarkan bisa lebih maksimal lagi...

T: oowwhh itu sudah lebih dari cukup mbak... Dengan games dan group work itu sudah membantu anak-anak memahami atau mengenal vocabulary... Biasanya mereka itu gak ngerti artinya mbak... Tapi sekarang mereka sudah memahami artinya mbak..

R: berarti mereka sudah terlihat ada perubahan ya pak... Kalau begitu terimakasih ya pak..

T: iya mbk mereka sudah berubah secara kebiasaan mereka... Iya mbak fajar sama-sama... Saya sekarang jadi tahu.. Oh iya bsk kalo sudah selesai saya boleh minta gamesnya buat ngajar anak-anak kelas VIIIA?

R: ohh iya pak boleh pak... Tidak apa-apa... Nanti saya tinggal pak papan gamesnya dan kartunya biar bisa buat belajar kelas VIIIA... Nanti juga saya beri peraturan dan langkah-langkah dalam meberiakan games dan turnamennya ya pak..

T:terimakasih ya mbak fajar..

R: iya pak sama-sama....

3. Interview transcript, taken Friday 1 April 2011

Time: break time

Location: teacher's room

R: maaf pak boleh minta waktunya lagi buat wawancara?

T: iya mbak boleh... Mau wawancara yang turnamnet tadi ya mbak?

R: iya pak menurut bapak tadi turnamenya gimana?

T: iya tadi anak-anak suka mbak berebut gitu pas turnamen.... Sejauh ini sie anak temotivasi dan aktif ya mbak.. Ada persaingan gitu antar group... Mereka antusias mencoba merebut pertanyaan dan menjawab.. Meski belum sempurna mereka mengatakan kosakatanya tapi mereka sudah lebih baik mbak...

R: apakah menurut bapak dengan menggunakan Cooperative learning dengan metode team games dan tournament bisa meningkatkan kosakata siswa ya pak? Dan membuat siswa lebih termotivasi?

T: iya mbak kalo menurut saya seperti itu soalnya saya merasa siswa ada perubahan dalam mengerjakan atau dalam memahami bacaan... Mereka terkadang kalau dikelas membuat group sendiri kalo mengerjakan soal-soal yang saya beri.. Kosakata mereka juga bertambah mbak.. Terus ya itu mereka jadi termotivasi.... jadi besok saya minta ya mbk biar saya juga belajar buat kelas-kelas yang lain..

R: nggeh pak besok saya beri semuanya ke bapak... Terimakasih ya pak buat waktunya dan masukannya.

T: iya mbk sama-sama ya... Saya jadi merasa terbantu ada mbak fajar disini...

R: hehehe... Iya pak sama-sama... Bapak juga mengajari saya banyak hal...

4. Interview transcript ,taken Saturday 2 April 2011

Time: break time

Location: teacher's room

R: bapak maaf saya mengganggu waktu istirahat bapak...

T: iya mbak tidak aapa-apa... Gimana mbak ada apa?

R: ini pak saya mau wawancara pengajaran yang tadi? Tadi kan saya memberikan siswa games baru yang matching games? Menurut bapak bagaimana?

T: kalau menurut saya anak-anak suka mbak... Tadi anak-anak sepertinya lebih cepat mengerti... Mereka lebih cepat mengerjakan gamesnya mbak... Tapi memang anak-anak itu menyukai kedua gamesnya mbak... Mereka tetap antusias dalam menjawab dan lebih termotivasi...

R: jadi siswa termotivasi dengan adanya 2 games tadi ya pak?

T: iya mbak... Sepertinya dengan menggunakan team games dan turanment itu bisa memotivasi siswa, selain itu juga siswa tambah vocabularynya ya mbak... Mereka sekarang suka menggunakan kata-kata dalam bahasa inggris.. Mereka kalau mau ke belakang juga ijinnya menggunakan bahasa inggris.. Mungkin karena bebrebntuk games jadi anak lebih mudah memahami kata baru dengan mudah..

R: ohh seperti itu ya pak... Alhamdulillah kalau anak-anak sudah bisa memahami kosakata dengan baik... Anak-anak juga termotivasi dalam pelajaran bahasa inggris... Terimakasih pak buat waktunya..

T: iya mbak sama-sama.. Sudah makan istirahat belum mbak? Makan dulu ini bapak juga mau cari makan...

R: iya pak sudah.. maaf pak jadi ganngu waktu makan bapak..

T: ndak apa-apa mbak.. Hehehe... Monggo mbak...

R: iya pak silahkan..

5. Interview transcript, taken Saturday 9 April, 2011

Time: break time

Location: teacher's room

R: maaf bapak mengganggu lagi.. Ini interview yang terakhir.. Hehehe..

T: iya mbak tidak apa-apa kebetulan ini saya juga lagi kosong waktunya.. Gimana gimana? Berati pertemuan besok sudah tidak ada pertemuan lagi dikelas VIII B sama mbak fajar?

R: ini pak saya mau tanya pendapat bapak tentang turnamen yang tadi... Untuk pertemuan besok masih ada satu kali pertemuan lagi pak untuk mengambil nilai tes akhir kempuan vocabulary siswa setelah adanya tindakan,, kira-kira pertemuan berikutnya bapak ada waktu tidak buat memberikan reward ke anak-anak?

T: kalau turnamen yang tadi bagus mbak... Saya rasa memang cocok untuk anak-anak mbak.. Mereka memang lebih suka belajar menggunakan media mbak dari pada kalau diterangin seperti biasa.. Oohhh begitu ya mbak.. Sepertinya pertemuan besok saya tidak bisa hadir mbak soalnya saya ada pertemuan dicilacap... Gimana kalo pas pemberian reward ke siswa diwakilkan saja oleh guru lain...

R: ohhh begitu ya pak... Kira-kira diwakilkan ke siapa ya pak? Mungkin bapak ada usulan? Oh berarti menggunakan team games dan turnamen cocok buat anak-anak belajar vocabulary ya pak... Hehehe

T: iya mbak saya rasa seperti itu yang saya perhatikan... Soalnya kan kemarin saya juga sudah menerapkan itu juga dikelas lain jadi saya bisa menyimpulkan seperti itu.. Minggu depan sepertinya ada jadualnya bu nunik coba nanti saya bilang sama bu nunik dulu buat menggantikan saya memberikan reward buat anak-anak...

R: ohhh seperti itu ya pak... Alhamdulillah kalo begitu apa yang sudah saya ajarkan bisa ditepa dikelas lain... Terimakasih ya pak sudah menggunakan team games and turnamen untuk mengajar anak-anak yang lain.

T: iya mbak itu saja saya mengambil yang kerja dalam group sama gamesnya saja... Kalo turnamennya saja tidak gunakan mbak.. Hehehe...

R: iya pak tidak apa-apa... Semoga memang lebih termotivasi siswanya ya pak biar pencapaian nilai bahasa inggrinya lebih tinggi dari pada biasanya... Terimakasih

ya pak sudah mengizinkan saya mengambil penelitian disini... Dan terimakasih juga sudah memberikan ilmunya kepada saya... Terimakasih juga sudah menjadi kolaborator yg kooperative sekali dengan saya... Terimakasih banyak atas waktunya juga ya pak..

T: Iya mbak biasa saja toh... Saya juga jadi belajar dari mbak fajar... Terimakasih juga ya mbak... Besok saya beritahu lagi siapa yang akan menggantikan saya buat memberikan reward...

R: iya pak maturnuwun nggeh pak...

APPENDIXES C

PHOTOGRAPH OF THE ACTION

The researcher warmed up and gave the lesson to the students

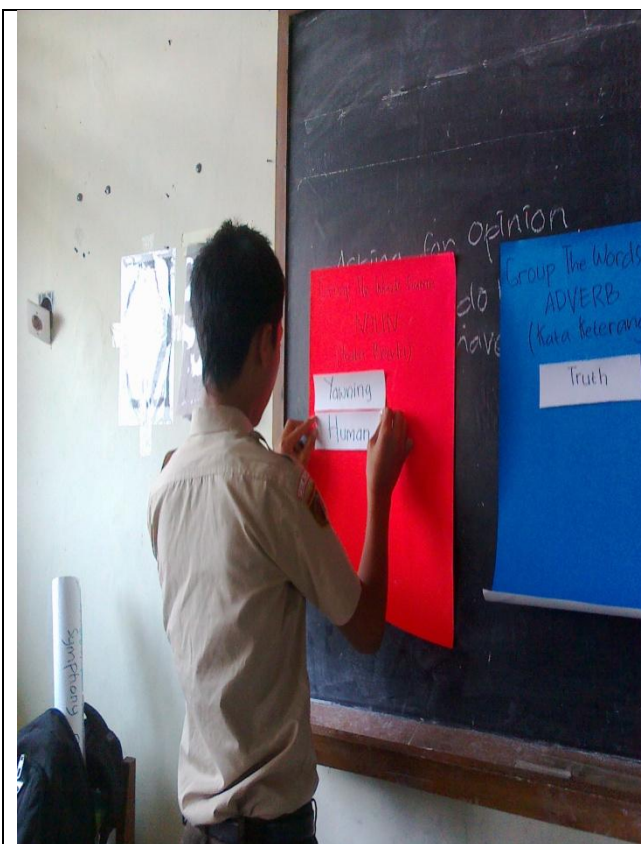


The researcher gave copied paper materials, cards, and grouped the students in some teams





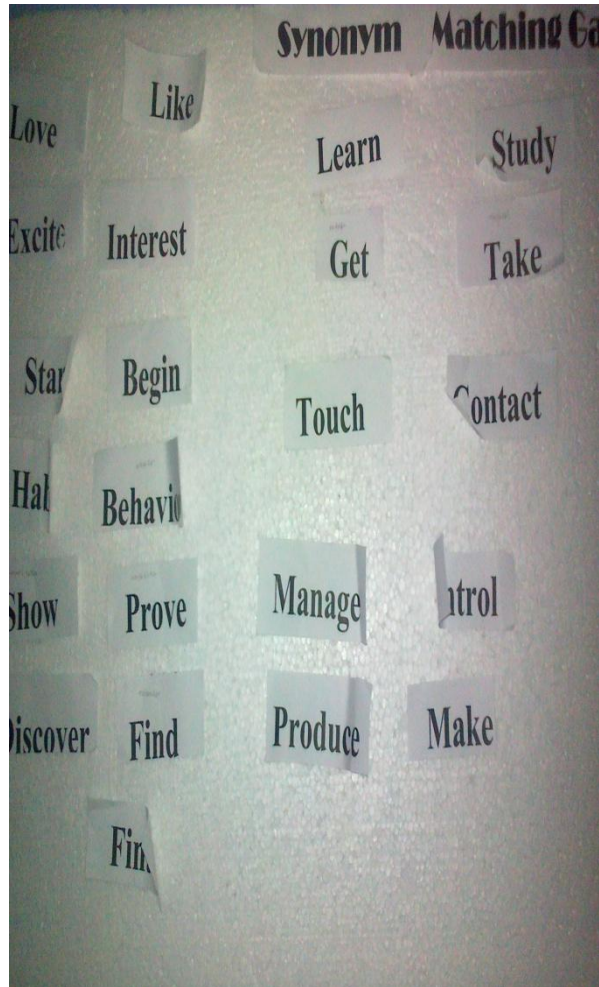
The students did the tasks in a team



The students did games



The researcher asked the students to do tournament



Students' work of synonym matching games



The researcher and the English teacher worked collaboratively. The English teacher acted as observer

APPENDIXES D

LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN 1

Satuan Pendidikan : SMP Negeri 2 Kampunglaut

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VIII/ 2

Aspek / Skill : Vocabulary

Jenis Teks : narrative text

Alokasi Waktu : 2x45 menit

Standar Kompetensi : Memahami makna dalam esei pendek sederhana berbentuk *narrative*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar : Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar

- Indikator Pembelajaran
 - Mengidentifikasi generic structure teks narrative
 - Memahami jenis-jenis kata didalam kosakata yg digunakan didalam teks narrative seperti *noun*, *adjective*, *verb*, dan *adverb*.
 - Mengidentifikasi jenis-jenis kata seperti *noun*, *adjective*, *verb* dan *adverb* di dalam teks narrative.
- Tujuan Pembelajaran

Pada akhir pembelajaran, diharapkan siswa dapat:

 - Mengidentifikasi generic structure teks narrative
 - Mengetahui jenis-jenis kata yang digunakan dalam teks narative.
 - Menbedakan jenis-jenis kata yang digunakan dalam text narrative.
- Materi Pembelajaran
 - Terlampir
- Metode Pembelajaran/ Teknik: PPP

- Langkah-langkah Kegiatan
 - Apersepsi
 - Guru membuka pelajaran dengan mengucapkan salam.
 - Guru menanyakan kabar siswa.
 - Guru memimpin doa.
 - Guru mengecek kehadiran siswa.
 - Guru bertanya jawab tentang topik yang akan dibahas.
 - Kegiatan inti
 - Guru mempresentasikan materi berupa penjelasan singkat tentang teks narrative
 - Guru memberikan satu teks narrative dan siswa berlatih menggunakan teks tersebut secara bersama-sama.
 - Guru menjelaskan jenis-jenis kata yang ada dalam bahasa Inggris.
 - Guru menjelaskan aturan dalam kegiatan *group words games* yang akan dilaksanakan dalam kerja team.
 - Guru membagi siswa bekerja dalam team untuk melakukan *group words games* dengan langkah sebagai berikut:
 - Guru membagi siswa kedalam satu team yang terdiri dari 5-6 siswa berdasarkan kemampuan mereka.
 - Siswa mengidentifikasi jenis-jenis dan mengumpulkan kata yang didapat berdasarkan kelompok kata seperti noun, adjective, dan verb didalam teks narrative.
 - Guru memberikan kartu yang berisi tentang kosakata dalam bahasa Inggris.
 - Team yang dipanggil berlomba menjawab pertanyaan yang dilontarkan oleh guru kemudian dilanjutkan oleh team lain.
 - Setiap team mendapatkan kesempatan untuk menjawab 3 kata nouns, 3 kata adjective, dan 3 kata verb.
- Anggota team mewakili masing-masing anggotanya untuk menempelkan kartu berdasarkan kelompok katanya.
 - Guru memimpin siswa untuk menyimpulkan hasil diskusi.

- Kegiatan penutup
 - Guru mempersilakan siswa untuk bertanya mengenai materi yang dianggap masih sulit.
 - Guru bersama siswa menyimpulkan pelajaran yang telah disampaikan.
 - Guru menutup pelajaran dengan mengucapkan salam.
- Media Pembelajaran
 - Kartu kosakata
 - Kertas buffalo
 - Double tape atau lem
- Sumber Pembelajaran
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- Penilaian
 - Teknik Penilaian
 Penilaian dilakukan dengan mengamati keaktifan siswa dalam diskusi team, game, dan kemampuan memahami jenis-jenis kata.
 - Bentuk Penilaian
 Menjawab pertanyaan-pertanyaan seputar teks bacaan baik melalui diskusi, presentasi, maupun games

Guru Bahasa Inggris

Peneliti

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Fajar Ma'rufah

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Materi Pembelajaran

Topic: Narrative Text

“Buggy Races”

Once upon the time there lived two best friends, the hare and the tortoise. They liked to race against each other, but the hare always won.

One day. The hare asked the tortoise to race down to the beach. The tortoise refused, he said that he will lose anyway. The hare replied in a kind voice that he felt sorry about it.

But the next day, the hare found a way to race the tortoise that would be fair and lots of fun too. He asked the tortoise to come with him. The tortoise was slowly plodding over the sand hill towards to the beach. Now the two friends can race against each other all day and the tortoise might win this time.

Analyzing the text

- Generic structure of narrative text:

- a. Narrative text** is an imaginative story to entertain people and to deal with an actual or vicarious experience in different ways.

b. Orientation: it is about the opening paragraph where the teachers of the story are introduced.

c. Complication: where the problems in the story developed.

d. Resolution: where the problems in the story is solved.

- Language features analysis:

a. using past tense, using linking words, using chronological order of time.

Vocabulary learning

- **Noun:** a word that refers to a person, place, thing, event, substance or quality.

Example: 'Doctor', 'tree', 'party', 'coal' and 'beauty' are all nouns

- **Adjective:** a word that describes a noun or pronoun.

Example: 'Big', 'boring', 'purple', 'quick', 'beautiful' and 'obvious' are all adjectives.

- **Verb:** a word or phrase that describes an action, condition or experience.

Example: The words 'run', 'keep' and 'feel' are all verbs.

- **Adverb:** a word which describes or gives more information about a verb, adjective, adverb or phrase. Adverb can describe of time.

Example: In the phrase 'she smiled cheerfully', the word 'cheerfully' is an adverb.

Adverb of time: last week, once, last year, one day, next day.

Vocabulary list

Once upon	Best /best/
Lived /lɪv/	Hare /her/
Friend /frend/	Liked /laɪk/
Tortoise /'tɔːr.tʊəs/	Race /reɪs/
Always /'ɔːl.we/	Won /wʌn/
One day	Asked /ɑːsk/
Beach /biːtʃ/	Refused
/rɪ'fjuːz/	
Said /sed/	Replied
/,ri:'pleɪ/	
Kind /kaɪnd/	Voice /vɔɪs/
Felt /felt/	Sorry /'sɔɪr-/
Next day	Found /faʊnd/
Fair /fer/	Fun /fʌn/
Come /kʌm/	Slowly /'sləʊ.li/
Plodding /'plɔː.dɪŋ /	Sand /sænd/
Hill /hɪl/	Now /naʊ/

Group the words form based on its parts below.

NOUN	VERB	ADJECTIVE	ADVERB

VOCABULARY CARDS

ONCE UPON	BEST	LIVED	HARE	FRIEND
LIKED	BEACH	REFUSED	SAID	NOW
HILL	SAND	PLODDING	SLOWLY	FUN
	FOUND			

FAIR		NEXT DAY	COME	SORRY
FELT	VOICE	KIND	REPLIED	ASKED
ONE DAY	WON	TORTOISE	ALWAYS	RACE

RENCANA PELAKSANAAN PEMBELAJARAN 2

Satuan Pendidikan	: SMP Negeri 2 Kampunglaut
Mata Pelajaran	: Bahasa Inggris
Kelas/ Semester	: VIII/ 2
Aspek / Skill	: Vocabulary
Jenis Teks	: narrative text
Alokasi Waktu	: 2x45 menit
Standar Kompetensi	: Memahami makna dalam esei pendek sederhana berbentuk <i>narrative</i> dan <i>recount</i> untuk berinteraksi dengan lingkungan sekitar
Kompetensi Dasar	: Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar

- Indikator Pembelajaran
 - Mengidentifikasi generic structure teks narrative
 - Memahami jenis-jenis kata didalam kosakata yg digunakan didalam teks narrative seperti *noun*, *adjective*, dan *verb*.
 - Mengidentifikasi jenis-jenis kata seperti *noun*, *adjective*, dan *verb* di dalam teks narrative.
 - Mengidentifikasi makna dari kata-kata yang ada dalam teks.
- Tujuan Pembelajaran

Pada akhir pembelajaran, diharapkan siswa dapat:

 - Mengidentifikasi generic structure teks narrative
 - Mengetahui jenis-jenis kata yang digunakan dalam teks narative.
 - Menbedakan jenis-jenis kata yang digunakan dalam teks narrative.
 - Mengerti makna setiap kata yang ada dalam teks narrative
- Materi Pembelajaran
 - Terlampir
- Metode Pembelajaran/ Teknik: PPP

- Langkah-langkah Kegiatan
 - Apersepsi
 - Guru membuka pelajaran dengan mengucapkan salam.
 - Guru menanyakan kabar siswa.
 - Guru memimpin doa.
 - Guru mengecek kehadiran siswa.
 - Guru bertanya jawab tentang topik yang akan dibahas.
 - Kegiatan inti
 - Guru mempresentasikan materi berupa penjelasan singkat tentang teks narrative
 - Guru memberikan satu teks narrative dan siswa berlatih menggunakan teks tersebut secara bersama-sama.
 - Guru menjelaskan jenis-jenis kata yang ada dalam bahasa inggris.
 - Guru menjelaskan aturan dalam kegiatan *group words games* yang akan dilaksanakan dalam kerja team.
 - Guru membagi siswa bekerja dalam team untuk melakukan *group words games* dengan langkah sebagai berikut:
 - Guru membagi siswa kedalam satu team yang terdiri dari 5-6 siswa berdasarkan kemampuan mereka.
 - Siswa mengidentifikasi jenis-jenis dan mengumpulkan kata yang didapat berdasarkan kelompok kata seperti noun, adjective, verb, dan adverb didalam teks narrative.
 - Siswa diminta untuk mencocokkan kata dengan artinya dalam kelompok.
 - Guru memberikan kartu yang berisi tentang kosakata dalam bahasa inggris.
 - Team yang dipanggil berlomba menjawab pertanyaan yang dilontarkan oleh guru kemudian dilanjutkan oleh team lain.

- Setiap team mendapatkan kesempatan untuk menjawab 5 kata nouns, 5 kata adjective, 5 kata verb, dan 5 kata adverb.
 - Setiap team mencocokkan kata dan arti kata yang ygang terdapat dalam teks narasi.
 - Anggota team mewakili masing-masing anggotanya untuk menempelkan kartu berdasarkan kelompok katanya.
- Guru memimpin siswa untuk menyimpulkan hasil diskusi.
- Kegiatan penutup
 - Guru mempersilakan siswa untuk bertanya mengenai materi yang dianggap masih sulit.
 - Guru bersama siswa menyimpulkan pelajaran yang telah disampaikan.
 - Guru menutup pelajaran dengan mengucapkan salam.
- Media Pembelajaran
 - Kartu kosakata
 - Kertas buffalo
 - Double tape atau lem
- Sumber Pembelajaran
 - Kiswara, Widya. Josephine, S.M., Mukarto. Sujatmiko. 2007. English On Sky 2. Jakarta. Erlangga.
 - Jones,. Watcyn, Petter. 2001. Vocabulary 1 Games and Activities. England. Penguin English.
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 - Teknik Penilaian
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- Bentuk Penilaian

Menjawab pertanyaan-pertanyaan seputar teks bacaan baik melalui diskusi, presentasi, maupun game.

Guru Bahasa Inggris

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Materi Pembelajaran

Topic: Narrative Text

Beauty and the Beast

Once upon a time there was a prince. He was a good looking and very rich. He lived in a beautiful castle together with his staff and servants.

One rainy dark night, a woman came to his castle. She was old and ugly. The prince did not like her and sent her away. After he sent the woman away, she turned into a beautiful fairy. She cast a spell over the prince and his castle. The prince became a beast. He was no longer good looking. He looked very ugly instead and all his servants turned into furniture.

One day, an old man named Maurice was traveling past the castle. It was raining so hard that he decided to enter the castle. When the beast saw him, he captured him.

After some time, Maurice's daughter, Belle, began to worry about him.

She started to look for him. Finally, she arrived in the castle and she found her father there. She asked the beast to let her father go but he refused. Belle, then, agreed to stay in the castle so that her father could go home.

While Belle was staying at the castle, the beast slowly changed. He was not mean anymore. Belle began to like him and finally they fell in love with each other. Right after she declared her love for him the spell was broken. The beast and his servant became human again. Then, the beast and the Belle got married. They lived happily ever after.

Analyzing the text

- Generic structure of narrative text:

b. Narrative text is an imaginative story to entertain people and to deal with an actual or vicarious experience in different ways.

b. Orientation: it is about the opening paragraph where the characters of the story are introduced.

c. Complication: where the problems in the story developed.

d. Resolution: where the problems in the story is solved.

- Language features analysis:

a. using past tense, using linking words, using chronological order of time.

Vocabulary learning

- **Noun:** a word that refers to a person, place, thing, event, substance or quality.

Example: 'Doctor', 'tree', 'party', 'coal' and 'beauty' are all nouns

- **Adjective:** a word that describes a noun or pronoun.

Example: 'Big', 'boring', 'purple', 'quick', 'beautiful' and 'obvious' are all adjectives.

- **Verb:** a word or phrase that describes an action, condition or experience

Example: The words 'run', 'keep' and 'feel' are all verbs.

- **Adverb:** a word which describes or gives more information about a verb, adjective, adverb or phrase. Adverb can describe of time.

Example: In the phrase 'she smiled cheerfully', the word 'cheerfully' is an adverb.

Adverb of time: last week, once, last year, one day, next day.

Vocabulary List

Lived	Prince	Good	Rich
Servants	Beautiful	Castle	Staff
Ugly	Woman	Came	Old
Beautiful	Like	Sent	Turned
Over	Fairy	Cast	Spell
Furniture	Became	Beast	Instead
Hard	Man	Named	Past
Captured	Decided	Enter	Saw
Started	Daughter	Began	Worry
Father	Look	Arrived	Found
Agreed	Asked	Go	Refused
Changed	Stay	Home	Slowly
Broken	Fell	Love	Declared
Lived	Human	Got	Married
	Happily		

Group Words Games

Noun	Verb	Adjective	Adverb

Match the words with the meaning correctly in the table below

Words	Meaning
1. Prince 2. Castle 3. Love 4. Look 5. Broken 6. Happily 7. Fairy 8. Cast 9. Spell 10. Human 11. Got 12. Stay 13. Slowly 14. Found 15. Beast	a. To like or to have strong feelings of liking a friend or person in your family. b. In a happy way. c. To direct your eyes in order to see. d. To throw something. e. To receive or be given something. f. An unpleasant, annoying or cruel person. g. To discover, especially where a thing or person is, either unexpectedly or by searching. h. An imaginary creature with magical powers usually represented as a very small person with wings. i. At a slow speed. j. Spoken words which are thought to have magical power. k. A large strong building, built in the past by a ruler or important person to protect the people inside from attack.

	<ul style="list-style-type: none">l. A man, woman or child.m. Damaged, no longer able to work.n. To not move away from or leave.o. An important male member of a royal family, especially a son or grandson of the king or queen.
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RENCANA PELAKSANAAN PEMBELAJARAN 3

Satuan Pendidikan : SMP Negeri 2 Kampunglaut

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VIII/ 2

Aspek / Skill : Vocabulary

Jenis Teks : Recount text

Alokasi Waktu : 2x45 menit

Standar Kompetensi : Memahami makna dalam esei pendek sederhana berbentuk *narrative*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar : Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar

- Indikator Pembelajaran
 - Mengidentifikasi generic structure recount text.
 - Mengetahui makna atau arti dalam bacaan.
 - Mengidentifikasi kata-kata yang bersinonim di dalam teks recount.
- Tujuan Pembelajaran

Pada akhir pembelajaran, diharapkan siswa dapat:

 - Mengidentifikasi generic structure teks recount.
 - Memahami makna atau arti yang digunakan dalam teks recount.
 - Membedakan kata-kata yang bersinonim didalam teks recount.
- Materi Pembelajaran
 - Terlampir
- Metode Pembelajaran/ Teknik: PPP
- Langkah-langkah Kegiatan
 - Apersepsi

- Guru membuka pelajaran dengan mengucapkan salam.
- Guru menanyakan kabar siswa.
- Guru memimpin doa.
- Guru mengecek kehadiran siswa.
- Guru bertanya jawab tentang topik yang akan dibahas.
- Kegiatan inti
 - Guru mempresentasikan materi berupa penjelasan singkat tentang *recount text*.
 - Guru memberikan satu *recount text* dan siswa berlatih menggunakan teks tersebut secara bersama-sama.
 - Guru menjelaskan cara mengidentifikasi kata-kata yang berlawanan yang ada dalam teks recount.
 - Guru menjelaskan aturan dalam kegiatan *synonym matching games* yang akan dilaksanakan dalam kerja team.
 - Guru membagi siswa bekerja dalam team untuk melakukan *synonym matching games* dengan langkah sebagai berikut:
 - Guru membagi siswa kedalam satu team yang terdiri dari 4 siswa berdasarkan kemampuan mereka.
 - Siswa mengidentifikasi kata-kata yg bersinonim didalam teks bacaan.
 - Guru memberikan kartu yang berisi tentang kosakata dalam bahasa inggris.
 - Team yang dipanggil berlomba menjawab pertanyaan yang dilontarkan oleh guru kemudian dilanjutkan oleh team lain.
 - Setiap anggota team mendapatkan kesempatan untuk menjawab.
 - Anggota team mewakili masing-masing anggotanya untuk menempelkan kartu berdasarkan kelompok katanya.
 - Guru memimpin siswa untuk menyimpulkan hasil diskusi.
- Kegiatan penutup
 - Guru mempersilakan siswa untuk bertanya mengenai materi yang dianggap masih sulit.
 - Guru bersama siswa menyimpulkan pelajaran yang telah disampaikan.
 - Guru menutup pelajaran dengan mengucapkan salam.

- Media Pembelajaran
 - Kartu kosakata
 - Kertas buffalo
 - Double tape atau lem
- Sumber Pembelajaran
 - Wardiman, A. Jahur, Masduki B. Djusma, M Sukirman. 2008. English in Focus for Grade VIII Junior High School. Jakarta: Pusat Perbukuan Department Pendidikan Nasional.
 - Jones,. Watcyn, Petter. 2001. Vocabulary 1 Games and Activities. England. Penguin English.
- Penilaian
 - Teknik Penilaian
Penilaian dilakukan dengan mengamati keaktifan siswa dalam diskusi team, game, dan kemampuan memahami makna yang ada dalam teks bacaan.
 - Bentuk Penilaian
Menjawab pertanyaan-pertanyaan seputar teks bacaan baik melalui diskusi, presentasi, maupun game.

Guru Bahasa Inggris

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Materi Pelajaran

Topic: Recount Text

My Personal Experience

When I was in junior high school, I was not a very diligent student. In fact, I was quite lazy. I hated all the subjects that I took during school, especially science. For me the science was very difficult. It was hard for me to remember the chemical processes, physics calculations, and biological processes.

Once, my teacher grounded me in the library because I did not do my Biology homework. The teacher asked me to read several books and make a summary about them. When I was browsing the shelves, I found a book entitled “The inventors of Medicine”. I thought “OK, this is the start”. I look it out then began reading it.

I learned from the book about Edward Jenner. He was an English doctor who found the cure for smallpox. The next one was Louis Pasteur. His interest in bacteria led him to discover the treatments for rabies and anthrax. Just like Pasteur, Robert Koch’s experiments on bacteria also proved that tuberculosis can be spread to others by contact. Finally, there was Alexander Flemming, a British bacteriologist who found the first antibiotic and penicillin.

After I read the book, I realised that science is useful for human kind. By studying we can discover things that can help human kind. Therefore, since that moment, I manage to change my behavior and became a doctor.

Analyzing the text

- Generic structure of Recount text:

- a. **Recount** text is a text that telling the reader about one story, action, or activity. Its goal is to entertaining or informing the reader.
- b. **Orientation** tells who was involved, what happened, where the event took place, and when it happened.
- c. **Event** (event 1 and 2) tells what happened and in what sequence.
- d. **Reorientation** consists of optional-closure of event or ending.

- Language features analysis:

a. using past tense, who, where, when, why, noun or pronoun.

Vocabulary learning

a. Synonym a word or phrase which has the same or nearly the same meaning as another word or phrase in the same language

Example: The words 'small' and 'little' are synonyms.

Vocabulary list

Diligent	/ˈdɪl.ɪ.dʒ ə nt/	<i>adjective rajin</i>
Lazy	/ˈleɪ.zi/	<i>adjective malas</i>
Hate	/heit/	<i>verb membenci</i>
Subject	/ˈsʌb.dʒekt/	<i>noun pelajaran</i>
Especially	/ɪˈspeʃ. ə l.i/	<i>adverb khususnya</i>
Science	/saɪən t s/	<i>noun ilmu eksak</i>
Difficult	/ˈdɪf.ɪ.k ə lt/	<i>adjective sulit</i>
Hard	/hɑːrd/	<i>adjective susah</i>
Remember	/rɪˈmem.bə/	<i>verb mengingat</i>
Grounded	/graʊnd/	<i>verb menghukum</i>
Library	/ˈlaɪ.brər.i/ , /-brer.i/	<i>noun perpustakaan</i>
Browsing	/braʊz/	<i>verb mencari</i>
Learn	/lɜːn/	<i>belajar</i>
Led	/led/	<i>memimpin</i>
Discover	/dɪˈskʌv.ə/	<i>menemukan</i>
Treatments	/ˈtri:t.mənt/	<i>Upaya/ teratmen</i>
Moment	/ˈməʊ.mənt/	<i>kejadian</i>
Manage	/ˈmæn.idʒ/	<i>mengatur</i>
Change	/tʃeɪndʒ/	<i>berubah</i>
Behavior	/bɪˈheɪ.vjə r / /-vjə/	<i>kebiasaan</i>
Contact	/ˈkɒn.tækt/ /ˈkɑːn-/	<i>sentuhan</i>

Match the words synonym provided in the box below.

Interest	Like	Contact	Prove	Learn
Excite	Love	Discover	Find	Take
Get	Kind	Good	Behaviour	Special
Habit	Manage	Call	Show	Control
Study	Hard	Start	Final	Last
Make	Begin	Particular	Produce	Difficult

Vocabulary Cards

Interest	Like	Contact	Prove	Learn
Excite	Love	Discover	Find	Take
Get	Kind	Good	Behaviour	Special
Habit	Manage	Call	Show	Control
Hard	Produce	Difficult	Study	Begin
Particular	Start	Final	Last	Make

RENCANA PELAKSANAAN PEMBELAJARAN 4

Satuan Pendidikan : SMP Negeri 2 Kampunglaut

Mata Pelajaran : Bahasa Inggris

Kelas/ Semester : VIII/ 2

Aspek / Skill : Vocabulary

Jenis Teks : Recount text

Alokasi Waktu : 2x45 menit

Standar Kompetensi : Memahami makna dalam esei pendek sederhana berbentuk *narrative*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar : Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar

- Indikator Pembelajaran
 - Mengidentifikasi generic structure recount text.
 - Mengetahui makna atau arti dalam bacaan.
 - Mengidentifikasi kata-kata yang berantonim di dalam teks recount.
- Tujuan Pembelajaran

Pada akhir pembelajaran, diharapkan siswa dapat:

 - Mengidentifikasi generic structure teks recount.
 - Memahami makna atau arti yang digunakan dalam teks recount.
 - Membedakan kata-kata yang berantonim didalam teks recount.
- Materi Pembelajaran
 - Terlampir
- Metode Pembelajaran/ Teknik: PPP

- Langkah-langkah Kegiatan
 - Apersepsi
 - Guru membuka pelajaran dengan mengucapkan salam.
 - Guru menanyakan kabar siswa.
 - Guru memimpin doa.
 - Guru mengecek kehadiran siswa.
 - Guru bertanya jawab tentang topik yang akan dibahas.
 - Kegiatan inti
 - Guru mempresentasikan materi berupa penjelasan singkat tentang *recount text*.
 - Guru memberikan satu *recount text* dan siswa berlatih menggunakan teks tersebut secara bersama-sama.
 - Guru menjelaskan cara mengidentifikasi kata-kata yang berlawanan yang ada dalam teks *recount*.
 - Guru menjelaskan aturan dalam kegiatan *antonim matching games* yang akan dilaksanakan dalam kerja team.
 - Guru membagi siswa bekerja dalam team untuk melakukan *antonym matching games* dengan langkah sebagai berikut:
 - Guru membagi siswa kedalam satu team yang terdiri dari 4 siswa berdasarkan kemampuan mereka.
 - Siswa mengidentifikasi kata-kata yg bersinonim didalam teks bacaan.
 - Guru memberikan kartu yang berisi tentang kosakata dalam bahasa inggris.
 - Team yang dipanggil berlomba menjawab pertanyaan yang dilontarkan oleh guru kemudian dilanjutkan oleh team lain.
 - Setiap anggota team mendapatkan kesempatan untuk menjawab.
 - Anggota team mewakili masing-masing anggotanya untuk menempelkan kartu berdasarkan kelompok katanya.
 - Guru memimpin siswa untuk menyimpulkan hasil diskusi.
 - Kegiatan penutup
 - Guru mempersilakan siswa untuk bertanya mengenai materi yang dianggap masih sulit.

- Guru bersama siswa menyimpulkan pelajaran yang telah disampaikan.
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Guru Bahasa Inggris

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Kepala Sekolah

Sarwadi, S.Pd

NIP.196211291984031009

Materi Pelajaran

Topic: Recount text

My football Experience

When I was in junior high school, I really loved football. Every Saturday afternoon I practiced in school field with my team and my coach. They were strong and smart players. My coach, Mr Sentana was a kind person. But, while he coaching us, he was very discipline. He would grounded anyone who came late and not obeyed the team's rules.

With Mr Sentana, our team won many tournaments in many big cities. Our team named after our school, 67 Team (from SMP 67) and we had many fans too, you know. Ohh, that was so cool. Now, I still love football and have a team too. But, my parents warn me to pay attention more to study, football just for hobby.

Analyzing the text

- Generic structure of Recount text:

- c. **Recount** text is a text that telling the reader about one story, action, or activity. Its goal is to entertaining or informing the reader.
- d. **Orientation** tells who was involved, what happened, where the event took place, and when it happened.
- c. **Event** (event 1 and 2) tells what happened and in what sequence.
- d. **Reorientation** consists of optional-closure of event or ending.

- Language features analysis:

- a. using past tense, who, where, when, why, noun or pronoun.

Vocabulary learning

- a. Antonym is a word which means the opposite of another word.

Example: Two antonyms of 'light' are 'dark' and 'heavy'.

Vocabulary list

Junior /'dʒuː.ni.ə r / : kecil
High /haɪ/ : tinggi
School /sku:l/ : sekolah
Really /'rɪə.li/ : benar
Loved /lʌv/ : suka / cinta
Practiced /'præk.tɪs/ : latihan
Field /fi:ld/ : lapangan
Team /ti:m/ : kelompok
Coach /kəʊtʃ/ : pelatih
Strong /strɔ:ŋ/ : kuat
Smart /smɑ:rt/ : pintar
Players /'pleɪ.ə r / : pemain
Kind /kaɪnd/ : baik
Person /'pɜː.s ə n/ : orang
Discipline /'dɪs.ə.plɪn/ : disiplin
Grounded /'graʊn.dɪd/ : dihukum
Came /keɪm/ : datang
Late /leɪt/ : terlambat
Obeded /ə ʊ 'beɪ/ : mentaati
Rules /ru:l/ : peraturan
Won /wʌn/ : menang
Many /'men.i/ : banyak
Tournaments /'tʊə.nə.mənt/ : perlombaan
After /'æf.tə/ : sesudah
Fans /fæn/ : penggemar
Cool /ku:l/ : bagus
Warn /wɔ:rn/ : memperingatkan
Attention /ə'ten. tʃ ə n / : perhatian
Hobby /'hɒɪ.bi/ : kesukaan

Match the antonym words in the box below.

High	Grounded	Kind	Tall	Late
Rewarded	Before	Break	Love	Early
Hate	Strong	After	Obey	Win
Weak	Discipline	Lose	Bad	Lazy

Vocabulary Cards

HIGH	GROUNDED	KIND	TALL	LATE
REWARDED	BEFORE	BREAK	LOVE	EARLY
HATE	STRONG	AFTER	OBEY	WIN
WEAK	DISCIPLINE	LOSE	BAD	LAZY

Question of Tournament I

Give the name or definition of these words below

1. An imaginative story to entertain people and to deal with an actual or vicarious experience in different ways.
2. The opening paragraph where the characters of the story are introduced.
3. Where the problems in the story developed
4. Where the problems in the story is solved.
5. A word that refers to a person, place, thing, event, substance or quality.
6. A word that describes a noun or pronoun.
7. A word or phrase that describes an action, condition or experience
8. A word which describes or gives more information about a verb, adjective, adverb or phrase.
9. To throw something.
10. In a happy way.
11. To like or to have strong feelings of liking a friend or person in your family.
12. To receive or be given something.
13. To direct your eyes in order to see.
14. An unpleasant, annoying or cruel person.
15. At a slow speed.
16. To discover, especially where a thing or person is, either unexpectedly or by searching.
17. An imaginary creature with magical powers usually represented as a very small person with wings.
18. A large strong building, built in the past by a ruler or important person to protect the people inside from attack.
19. An important male member of a royal family, especially a son or grandson of the king or queen.
20. Spoken words which are thought to have magical power.

Arrange the letter to be a good word below and mention the parts of speech of its words.

- | | |
|----------------------|----------------|
| 1. e-n-P-r-c-i | 6. C-a-t-s-l-e |
| 2. o-G-o-d | 7. f-a-f-t-S |
| 3. i-c-h-R | 8. e-v-o-L |
| 4. L-v-i-e | 9. m-a-n-W-o |
| 5. B-e-u-a-f-i-t-u-l | 10. d-O-l |

Questions of Tournament II

Give the name of this definition sentences below.

1. A text that telling the reader about one story, action, or activity. Its goal is to entertaining or informing the reader.
2. Something who was involved, what happened, where the event took place, and when it happened.
3. Something tells what happened and in what sequence.
4. Something consists of optional-closure of event or ending.
5. A word or phrase which has the same or nearly the same meaning as another word or phrase in the same language
6. A word which means the opposite of another word.

Find the synonym of the words below.

1. Interest
2. Like
3. Contact
4. Prove
5. Learn
6. Discover
7. Take
8. Good
9. Habit
10. Manage
11. Call
12. Show
13. Hard
14. Start
15. Final
16. Make
17. Special

Find the antonym of the words as follow.

1. High
2. Grounded
3. Kind
4. Late
5. Before
6. Break
7. Lose

APPENDIXES E

PRETEST AND POSTTEST SCORE

The Vocabulary Pre Test

Name :

Class:

Students No :

Choose the correct answer a, b, c, or d !

1. This is a... .



- | | |
|---------------|-----------|
| a. chair | c. table |
| b. blackboard | d. window |

2. Look at the picture! This is a... .



- | | |
|--------------|--------------|
| a. butterfly | c. dragonfly |
| b. firefly | d. bee |

3. Look at the picture! This is... .



- | | |
|--------------|-------------|
| a. an eraser | c. a book |
| b. a ruler | d. a pencil |

4. What is a baby doing on the picture below?



- | | |
|------------|-------------|
| a. Singing | c. Laughing |
| b. Smiling | d. Crying |
5. Andi : Ryo, do you have a plan tonight?
 Ryo : No, I don't.
 Andi : How about going to the music concert?
 Ryo : That's a good idea.

What is the opposite of the word “good” above?

- | | |
|---------|-----------|
| a. Nice | c. Pretty |
| b. Bad | d. Great |
6. Nana : What a beautiful picture!
 Bondan : That's right



What is the antonym of the word “beautiful”?

- | | |
|------------|---------|
| a. Amazing | c. Less |
| b. Pity | d. Bad |

7. Sandy : Dad, I'm going to the bookshop.

Dad : But, it is raining. You should bring... .

Sandy : Okay, Dad.

What is the appropriate word to fill the blank space in the dialogue above?

- | | |
|-------------|----------------|
| a. a hat | c. a bag |
| b. a jacket | d. an umbrella |

8. A person who is delivering a lesson in front of the class is a... .

- | | |
|------------|---------------|
| a. dentist | c. police |
| b. teacher | d. stewardess |

9. A person who plants the rice in the fields is a... .

- | | |
|--------------|-----------|
| a. sailor | c. singer |
| b. carpenter | d. farmer |

10. Lola : Nova, can you help me, please?

Nova : Of course, what can I do for you?

Lola : Could you buy some... .for me? I'm not feeling well.

Nova : I think you have a fever. Okay, I'll

- | | |
|-------------|----------------|
| a. medicine | c. drink |
| b. foods | d. thermometer |

Complete the text using the words provided in the box.

writes	married	English	speaks	plays
lives	stays	boys	practices	gives

Marco is a musician from the Philippines but he (11)..... and works in Jakarta, the capital city of Indonesia. He is 37 years old and he is (12)..... His wife is from Manado, Sulawesi. They have two children, and they are both (13)..... He (14)..... English and his children speaks Indonesian and (15)..... He (16)..... guitar and works with his band. He (17).....from Monday to Friday. He (18)..... two or three concerts every week. In his free time he (19).....at home and (20).....songs.

The Vocabulary Post Test

Name:

Class:

Student No:

A. Choose the correct answer a, b, c, or d!

1. Look at the picture! This is. . . .



- a. a cow
- b. an elephant
- c. a dog
- d. a giraffe

2. What is Spongebob doing on the picture?



- a. Smiling
- b. Crying
- c. Sleeping
- d. Laughing

3. Lola : What are you doing, Nin?

Nina : I'm studying English.

What is the synonym of the word "Studying" above?

10. A place where books are sold is a . . .

- | | |
|-------------|-------------|
| a. bookshop | c. bookworm |
| b. library | d. market |

B. Complete the text using the word provided in the box.

Once upon a time there 1).....two best friends, the hare and the tortoise. They 2).....to race against each other, but the hare always won.

One day, the hare 3)..... the tortoise to race down to the beach. The tortoise 4)....., he said that he will lose any way. The hare 5)..... in a kind voice that he felt sorry about it.

But the next day, the hare 6)..... a way to race the tortoise that would be fair and lots of fun too. He asked the tortoise to 7).....with him. The tortoise was 8).....plodding over the sand hill towards the beach. Now the two friends 9)..... race against each other all day, and something telling me that the tortoise might 10)..... this time.

Lived	Found	Win	Can	Slowly
Asked	Come		Replied	Liked
Refused				

NO	NAMA SISWA	SKOR SISWA	
		PRE- TEST	POST-TEST
1.	Agus Triana	30	43
2.	Aji Pangestu	40	70
3.	Betty Lestari	45	62
4.	Dandi Setiawan	20	64
5.	Daniel	20	43
6.	Dewi Safuro	35	51
7.	Dina	50	73
8.	Eko Prasetyo	35	47
9.	Ena Anjar S	40	76
10.	Ficko Ogy	50	65
11.	Hengki	50	77
12.	Indra K	40	56
13.	Intan Pandini	15	62
14.	Iyan Supriyanto	25	55
15.	Juwita	40	79
16.	Ketut	40	51
17.	Lani	45	84
18.	Lukman Hakim	35	57
19.	Musap	35	53
20.	Mutia Rosi	30	72
21.	Nela Maya	35	75
22.	Ningsih	25	73
23.	Puji P	35	40
24.	Rantini	35	75
25.	Ratnasari	45	78
26.	Ritma Ratri	65	91
27.	Roi S	35	40
28.	Roni Sianturi	15	30
29.	Wanda Monika	10	66
30.	Windi Antika	45	75
31.	Wawan Setiawan	20	57
32.	Yoga	30	53
33.	Yuniar Ariyani	20	70
	Rata-rata	34	62